SOUTH FRONT HALL, MAIN BUILDING FOUNDERS HALL, MAIN BUILDING HERRON HALL PEMBROKE HALL

BIRD'S EYE VIEW OF THE QUADRANGLE, WARD-BELMONT

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CATALOGUE *and* ANNOUNCEMENT *of*

THE WARD-BELMONT SCHOOL

FOR YOUNG WOMEN

THE UNION OF

BELMONT COLLEGE

Founded by
Miss Ida E. Hood and Miss Susan L. Heron in 1890
Thirtieth Year

AND

WARD SEMINARY

Founded by
William E. Ward, D.D., in 1865
Fifty-fifth Year

1919-1920

AUGUST, 1919
BELMONT HEIGHTS
NASHVILLE, TENNESSEE
U. S. A.

CALENDAR, 1919-1920

OPENING AND ORGANIZATION
September 24, 1919, 11 A.M.

THANKSGIVING DAY
November 27, 1919

CHRISTMAS VACATION
Approximately two weeks

FOUNDERS' DAY
April 20, 1920

BACCALAUREATE SERMON
May 30, 1920

CLASS DAY AND PARK EXERCISES
May 31, 1920

RECEPTION TO ALUMNAE AND GRADUATING CLASSES
May 31, 1920

ALL-CLUB DINNER
June 2, 1920

COMMENCEMENT DAY
June 3, 1920

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Special Student Chicago University

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B.S. and M.Sc. Vanderbilt University

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A.B. University of Mississippi; Graduate Student Harvard University

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Grammar School
Special Student University of Colorado and Peabody College

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Director School of Expression
Graduate New England Conservatory and Postgraduate Boston School of Expression; Special Courses in New York, Chicago, and Boston.

WILLA MIDDLETON
Expression
Graduate Boston School of Expression, Teachers' Diploma

EMMA I. SISSON
Director School of Physical Education
Graduate Sargent School of Physical Education and of Gilbert Normal School for Dancing

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Physical Training, Athletics, Swimming
Diploma from Posse Gymnasium, Boston; Special Student Chailff School, New York

MARY HARRISON HERBRICK
Director School of Home Economics
Student at Boston Cooking School; at American School of Home Economics, Chicago; at Teachers' College, Columbia University

MARGARET KENNEDY LOWRY
Domestic Art
Special Student George Peabody College for Teachers

ALBERTA COOPER
Assistant in Domestic Science
Graduate Ward-Belmont; Special Student Columbia University

CORA GIBSON PLUNKETT

Director School of Art

Graduate of the New York School of Fine and Applied Art

LOUISE GORDON

Assistant in Art School

Special Student at Peabody College

LAWRENCE GOODMAN

Director School of Piano

Pupil of Ernest Hutcheson, Josef Lhevinne and Segismund Stajowski; Student at Ferrucio Busoni's Master School for Pianists, Basle, Switzerland; Scholarship Pupil Peabody Conservatory of Music, Baltimore, Md.; Formerly Teacher of Piano, Von Ende School of Music, New York City

ALICE KAVANAUGH LEFTWICH

Piano

Graduate Beethoven Conservatory, St. Louis; Pupil of Arthur Foote and B. J. Lang, Boston; three years in Paris with M. Moszkowski and Wager Swayne

EVA MASSEY

Piano

Graduate and Postgraduate Student of New England Conservatory; two years in Berlin with Raif and Barth; three years in Paris under Isadore Phillip

BUDA LOVE MAXWELL

Piano

Graduate New England Conservatory of Music under Madame Hopekirk and George Proctor; Pupil of Harold Bauer and Wager Swayne, Paris

HAZEL COATE ROSE

Piano

Pupil of William H. Sherwood, Glenn Dillard Gunn, Victor Heinze; Formerly Teacher of Piano, Cosmopolitan School of Music, Indianapolis, Ind.

ESTELLE ROY SCHMITZ

Piano

Pupil S. B. Mills and Joseffy, New York; Von Mickwitz, Chicago; Otto Nietzel and Steinhauer, Germany

AMELIE THRONE

Piano

Pupil of Mary Weber Farrar, Nashville; Maurice Aronson, Vienna; Josef Lhevinne, Berlin

FREDERICK ARTHUR HENKEL

Pipe Organ and Piano

Graduate Metropolitan College of Music; Student Cincinnati College of Music, Pupil of Steinbrecher, Andre, and Sterling

GAETANO SALVATORE DE LUCA

Director School of Voice

For Three Years Pupil of Chevalier Edouardo Carrado, Famous Teacher of Italy; for Two Years Pupil of Chevalier Alfredo Sermiento, Caruso's Coach; Pupil of Commendatore B. Carelli, Director Naples Conservatory; Pupil of Lombardi, Florence, Italy; Pupil of Buzzi Peccia and Carbone, New York; Pupil of Signor Baraldi, London.

FLORENCE N. BOYER

Voice

Student of Music in Oberlin College; Pupil of Signor Vananni, Italy; Mesdames de Sales and Bossetti, Munich; Oscar Seagle and de Reszke, Paris

MARGUERITE PALMITER FORREST

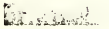
Voice

Pupil of Francis Fisher Powers, New York; William Heinrich, Boston and Dresden, Germany; Maestro Giorgio Sulli, Florence

ELISE GRAZIANI

Voice

Pupil of Stockhausen and Fraulein Lina Beck in Julius Stockhausen's Gesangschule, Germany; Pupil of Signor Graziani, whom she assisted in his Berlin Studio



KENNETH D. ROSE

Violin

Pupil of McGibeny, Indianapolis; Arthur Hartmann, Paris; George Lehmann, Berlin; Souky, Prague; Formerly Teacher Metropolitan School of Music, Indianapolis, and Concert Master Indianapolis Symphony Orchestra

MARY VENABLE BLYTHE

Sight Playing and Piano

Diploma Montgomery Institute, now St. Mary's Hall, San Antonio; Harmony with Harry Redman, New England Conservatory

BROWNE MARTIN

Theory, Harmony, Ear Training, History

Graduate of Bucknell University School of Music; Student under Edwin Brill and Henry Lang, Philadelphia; also in Royal Conservatory, Leipzig; Pupil of Jadassohn, Schreck, Raillard, Hilf, Jockisch, Sitt, and Kretzschmar

CAROLINE CLEMENTS

Stenography, Typewriting, Bookkeeping, Commercial Law

Former Teacher in Bowling Green Business University

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FOUNDERS HALL NORTH FRONT HALL FIDELITY HALL

MAIN BUILDING (FACING CITY) WARD-BELMONT

FIDELITY HALL

SOUTH FRONT

FOUNDERS HALL

MAIN BUILDING, WARD-BELMONT

THE WARD-BELMONT SCHOOL

WARD-BELMONT makes no statement which she is not prepared to make real to the earnest, painstaking student. Her catalogues are published to give definite, trustworthy information, and they embody the same fine principles of sincerity, truth, and honor which she earnestly attempts to inculcate in her students.

HISTORICAL SKETCH

Ward-Belmont is a union of Ward Seminary and Belmont College. Ward Seminary was founded in 1865 by William E. Ward, D.D., and Belmont College was founded in 1890 by Misses Ida E. Hood and Susan L. Heron. In June, 1913, the two schools were united on the Belmont campus under the charter name, "The Ward-Belmont School." Ward-Belmont is not forgetful of her past; she honors her founders, she reveres the two parent schools, and points with pride to that long line of graduates and students who have gone out into life's service, and whose happy memories and genuine affection for the old schools now bind them to the new.

A record of long service in a national field constitutes the richest heritage and the real asset with which Ward-Belmont pursues her new and larger life.

NASHVILLE AND ITS ATTRACTIONS

Nashville has an enviable record as an historical, educational, and cultural center.

The chosen location of great universities, professional schools, colleges, and preparatory schools, Nashville has established a far-famed reputation as a center of learning. Ward Seminary and Belmont, through their long and honored careers, have contributed much toward winning for the city of Nashville her merited title of "The Athens of the South." These two schools, in coöperation with Vanderbilt University and George Peabody College for Teach-

ers, have given a distinct charm and atmosphere of culture which makes this city an ideal home for students.

On an imposing eminence the State Capitol stands, an interesting example of classic architecture. In its grounds is the tomb of President James K. Polk. Located at a central point in the Centennial Park is a facsimile of the Parthenon, true in every detail. On one of the many beautiful drives and car lines is Belle Meade, for many years a celebrated stock farm. Twelve miles from Nashville is the Hermitage, the home and burial place of Andrew Jackson, President, statesman and warrior. Not far from the Ward-Belmont campus is the battlefield of Nashville, and near by stretches the scene of the battles of Franklin and Stones River. Within a few hours' ride are Lookout Mountain and Mammoth Cave. Nashville is within easy reach of all the historical points of Tennessee.

In addition to the cultural advantages offered by Nashville through its educational and historical interests, an opportunity is given by the city to hear many of the most famous artists, readers, and lecturers. Nashville thus affords the means for acquiring a most liberal culture.

THE CAMPUS

Ward-Belmont stands in the beautiful hilltop park formerly owned by Belmont College, and to both the grounds and buildings handsome additions have recently been made. The campus, containing thirty acres, is surrounded by one of the best residence sections of Nashville. Embowered in trees and shrubs which represent the artistic planting and cultivation of sixty years, this naturally picturesque park makes a campus of unusual beauty. It is sufficiently removed to give that quiet and seclusion which are conducive to studious habits; yet the railway station, the shopping districts, and the churches of all denominations in the city are easily accessible by car. The site is on the highest elevation in the Vanderbilt University and the Peabody College sections, and is within easy walking distance of either.

CLIMATE AND HEALTH

The bracing atmosphere and temperate climate of Middle Tennessee make Nashville an ideal location for school work. Pupils from more northern States, as well as those

from farther south, find here a school home unexcelled in physical advantages. The mild weather and the inviting campus encourage outdoor sports and games, which have contributed much toward maintaining the phenomenal health record of the school.

Ward-Belmont realizes just how much the health of its students depends on physical conditions, and safeguards their health in every possible way. The buildings are sanitary; the drinking water is filtered, sterilized, cooled, and is supplied in hygienic fountains throughout the buildings; a trained and experienced nurse has charge of a well-ordered infirmary. Though the school has been singularly free from communicable diseases and has never been visited by an epidemic of any kind, yet an isolation hospital is maintained as a guard against such an epidemic. A further precaution is the requirement that a certificate of good health be furnished by every resident student.

Ward-Belmont realizes that in order to reach the best mental as well as physical results, one must have good, nourishing food. Especial care is paid, therefore, to the meals and their preparation. The kitchen and bakery have the latest improvements in steam cooking, gas and electric appliances, and cold storage; the dining hall is commodious and attractive. The menus are supervised by a trained dietitian. A diet table under the supervision of this dietitian is maintained for those whose health requires it.

In addition to the physical safeguards and the abundant supply of wholesome, nutritious food, the regular habits and ordered life of the school, and physical culture scientifically adapted to the student's individual needs, are potent factors in promoting the excellent health record of Ward-Belmont.

BUILDINGS AND EQUIPMENT

The plan of the buildings is that of a quadrangle with one open side. On the north side of this square are located Fidelity, North Front, South Front, and Founders Halls with the drawing rooms, the auditorium, and the dining rooms; on the east, two other residence halls, Pembroke and Heron Hall; and on the south, the Academic Building. In addition to these there are three residence homes—Leftwich Lodge, Hudson Cottage, and Rose Cottage. Other buildings on the campus included in the school plant are the music

practice house, tea house, green-houses, and at a greater distance from the residence halls the isolation hospital and the heating plant. The buildings are handsome and commodious, and are models in their adaptation to school use. They are fitted with the most improved methods of sanitation, heating, lighting, ventilation, and fire escapes.

The Academic Building, in classic colonial architecture, was completed and equipped in 1914 at a cost of $150,000. In this building are the large, well-lighted classrooms, the library, the science laboratories, the expression and art studios, and the administration offices. The library contains about six thousand volumes. Under the care of experienced attendants, it is open at practically all hours. With its well-chosen books of reference, with its reading tables supplied with standard magazines and daily papers, it is an inviting spot to the casual reader and the serious student. This building also contains a white tiled swimming pool, and a gymnasium well equipped with apparatus, showers, dressing rooms, and lockers.

Since the dormitories are entirely separate from the classrooms, they have a quiet, homelike atmosphere. The residence halls are all practically new, freshly furnished, and in their arrangements meet every demand of comfortable and refined home life. There are ample sanitary appointments and baths on every floor, while in Pembroke and Heron Halls, which are arranged in suites, there is a bath between the two rooms of each suite. Each room accommodates only two girls, and is furnished with a rug, bureau, table, chairs, single iron beds, and, with few exceptions, separate closets. All the rooms have outside exposure, with abundant sunlight and fresh air.

Interested parents are requested to visit Ward-Belmont, as only a personal inspection can give an adequate idea of the way in which the comforts of a well-ordered home have been combined with the essentials of a well-equipped school.

WOODY CREST

Instead of Edenwold, the former country club of Ward-Belmont, the school has been fortunate in securing Woody Crest—a fine old estate more accessible than Edenwold.

Woody Crest was built for a home—a hospitable place with privacy assured by its surrounding hundred and forty

acres. It was purchased just as it had been occupied, with the furniture appropriate to a well-appointed home. Its quiet and beautiful location commanding a view of the hills, its wide verandas and spacious reception rooms, make it an ideal country club. There are gardens with masses of roses and peonies, and sloping lawns shaded with great oaks and maples surround the house. The farm is large enough to be of great value in furnishing fresh vegetables, milk and cream to the school household.

FACULTY

While Ward-Belmont has continual pride in her location, buildings, and equipment, yet she is ever conscious of the fact that the real strength of any school must lie in its teaching force. Ward-Belmont spares no expense in selecting her faculty, and in the various departments are men and women of the highest ideals who have been educated in standard colleges and universities of this country and abroad, and who have had successful experience in the classroom. In the literary work, in Music, Art, Expression, Home Economics, and in Physical Education, the same high standards are upheld. Ward-Belmont believes that true education is character building, and selects her faculty with this in mind. That the inspiration from personal touch between teacher and pupil may be kept constantly at the maximum, the school maintains the approximate ratio of one teacher to ten pupils. Ward-Belmont is characterized by cordial friendship and sympathetic interest in the attitude of the faculty toward the students in all the activities of the school.

HOME LIFE

The President and his family and many of the teachers live in the residence halls, and their presence as constant advisers and sympathetic friends contributes much to that spirit of comradeship and good cheer so evident in the school. Constant appeal is made for sincere coöperation on the part of every student in maintaining wholesome standards of school living on the principle that kindness and confidence are more efficacious than stringent rules. The effect, therefore, is not one of repression, but of self-restraint, resulting in that character development which comes with a growing sense of obligation. Handsome parlors, attrac-

tive corridors, inviting rest rooms on every hall, and the unusual feature of a roof garden for recreation, all attest the care with which the home comforts and pleasures have been anticipated.

SOCIAL CLUBS

Ten clubs with a membership of thirty to fifty each are a pleasant feature of the social life of the school. Membership in one of these clubs is expected of every student. They meet formally once a week for social, literary or musical programs, and informally at other times for recreation. A spirit of loyalty in the clubs develops in the students the best qualities, mental and moral as well as social.

RELIGIOUS ACTIVITIES

The Christian homes all over the land are sources from which our students come. Though no sectarianism is lived or taught, every effort is made to stimulate and strengthen the impulse toward Christian life and service. Regular Bible courses form part of the curriculum, and there is an active Young Women's Christian Association in which the members of the faculty coöperate with the students. The Association and the school jointly employ a trained and experienced secretary, who directs the activities of the Y. W. C. A. so that the influences of this organization are made vital in the life of the school. The Sunday School conducted by members of the faculty, systematic Bible training and mission study, daily devotional exercises at chapel, and frequent visits by the pastors of the city, are among the agencies by which the school life is made wholesome and inspiring. The spirit of church loyalty is fostered by requiring each student to attend the church of her choice on Sunday morning.

DRESS AND HOUSEHOLD ARTICLES

Extravagance and extremes in dress are firmly discouraged. Every boarding pupil is required to have as the school uniform a plain tailored suit, either of dark blue or of black. This suit may be purchased before coming to Nashville if a patron so desires. A sample of the shade of blue that is to be used will be furnished on request. As a part of this uniform are to be worn a white waist, dark shoes, and a

black hat simply trimmed with black ribbon or velvet, without flowers, feathers, or any color. This suit must be used for street and church and on all public occasions. Afternoon and dinner dresses with approximately high neck and long sleeves are used for evening wear. No uniform is required during the school day, but the clothing worn should be simple and suitable for school use. All boarding pupils are expected to provide themselves with bath robe, bedroom slippers, laundry bag, hot-water bag, umbrella, raincoat, overshoes, thick walking shoes, a comfort, pair of blankets, dresser and washstand scarfs, and one trunk cover. Trunks must be marked with full name and home address. All articles to be sent to the laundry must be clearly marked with the full name of the pupil. An abundant supply of table napkins, towels, sheets, pillowcases, and bedspreads is furnished each student at a charge of ten dollars for the year.

LECTURES AND ENTERTAINMENTS

The presence in Nashville of great universities and professional schools insures the coming of famous lecturers and entertainers. Lectures on a great variety of subjects, free to the student body, are delivered during the year by men and women who are experts on the themes they treat. Artists of international reputation are frequently brought to the city by Ward-Belmont and other organizations. In recent years Ward-Belmont students have heard the following, among other notable people:

Lecturers—President Arthur T. Hadley, E. E. Barnard, Leon H. Vincent, Emil G. Hirsch, Russell H. Conwell, William Hawley Smith, Lorado Taft. William J. Bryan, President W. H. Taft, President Woodrow Wilson, United States Senator Luke Lea, Robert E. Speer, United States Senator W. R. Webb, Dr. Carolyn Geisel, Francis E. Clark, Bishop W. R. Lambuth, Evangelist J. Wilburn Chapman, President John Franklin Goucher, Bishop W. F. McDowell, Bishop Thomas F. Gailor, Bishop Eugene R. Hendrix, President W. H. P. Faunce, Dan Crawford of Africa, Henry Oldys, Camden M. Coburn (archæologist), Dr. G. Campbell Morgan, Bishop McConnell, Henry Turner Bailey, Stephen S. Wise, William D. MacClintock, Frank Alvah Parsons, Lieutenant Delaroche-Vernet, Captain Pierre Loriot, General Sir Walter Lawrence, Monsieur Cestre, Dr. Clarence D. Ussher, Dr. William Jay Hudson.

Authors—Hamilton W. Mabie, Richard G. Moulton, John A. Wyeth, Josiah Strong, Felix Adler, George Kennan, Marion Crawford, Newell

Dwight Hillis, Lyman Abbott, Walter H. Page, J. Ward Stinson, James Whitcomb Riley, Ruth McEnery Stuart, Rabindranath Tagore, John Trotwood Moore, Elizabeth Fraser, Vachel Lindsay.

Readers—Montaville Flowers, Frank C. Elliott, Ida Benfey, Caroline Gordon, Leland Powers, Bertha Kunz Baker, Fred Emerson Brooks, Eulie Mae Rushmore, Ella Sedgwick Southwick, C. E. W. Griffith, Carolyn Foye Flanders, Madame Labadie.

Music—Tetrazzini, Melba, Eames, Paderewski, Liebling, Saville, Ovide Musin, Clarence Eddy, Royal Italian Band, Metropolitan Grand Opera Company in Parsifal, Calvè, Kubelik, Leandro Campanari (violinist), Cecil Fanning (baritone), Madame Zimmerman (soprano), Oscar Seagle (baritone), Leopold Kramer, Francis McMillin, Max Bendix, Maud Powell, Arthur Hartmann, Fritz Kreisler, Emil Sauret, Carl Grienauer, Steindel, Edward Baxter Perry, Leopold Winkler, Sherwood, Gertrude Peppercorn, Burmeister, Josef Hoffman, Mark Hambourg, Bloomfield Zeisler, Percy Grainger, Augusta Cotlow, Harold Bauer, Carrena, Reisenauer, Godowski, de Pachman, George Hamlin, Glenn Hall, Bonci, Bispham, DeReszke, Muriel Foster, Homer, Schumann-Heink, Mary Garden, Nordica, Sembrich, Gadski, Alice Nielson, Alma Gluck, Frances Ingram, Christine Miller, Julia Culp, Frederic Morley, Angelo Cortese (harpist), Ricardo Martin, Jomelli, Gerville Reache; the Zoellner String Quartette; Tollefsen Trio; the Strauss, Victor Herbert, Russian, Minneapolis and Cincinnati Symphonies; the Damrosch Orchestra; the United States Marine Band; the Savage Opera Company, the Aborn Opera Company, the Lombardi Opera Company, the Boston Grand Opera Company, the New York Philharmonic Orchestra, Spiering, Galli-Curci, John McCormack, Josef Bonnet, Mischa Elman, Novaes, Werrenrath, Stracciari, Caruso.

EXCURSIONS

Nashville has an interesting historical and geographical setting. Every year our pupils are given opportunities to visit the historical places of interest in or near Nashville. It has been the custom to take a yearly trip to Washington and to visit en route Lookout Mountain, Natural Bridge, Luray Caverns, Norfolk, Portsmouth, and Virginia Beach. Such a trip was taken in 1917 on the occasion of the presidential inauguration; the party visited all the points mentioned, including New York and Niagara. An Eastern or Southern trip is made during the Christmas holidays, when a sufficient number of pupils apply for it. In the past we have had school parties spend the vacation in Europe. These trips will be resumed as soon as conditions permit.

NASHVILLE REFERENCES

Any patron of Ward-Belmont may be consulted; and while we confidently refer inquirers to any citizen of Nashville, we are formally authorized to say that any one of the gentlemen named below will cheerfully answer inquiries:

James I. Vance, D.D., Pastor First Presbyterian Church.
George Stoves, D.D., Pastor West End Methodist Church.
Allen Fort, D.D., Pastor First Baptist Church.
Carey E. Morgan, D.D., Pastor Vine Street Christian Church.
E. E. Cobbs, D.D., Rector Christ Church.
T. C. Ragsdale, D.D., Pastor McKendree Church.
Rabbi I. Lewinthal, Vine Street Temple.
Bishop W. R. Lambuth, Methodist Episcopal Church, South.
E. B. Chappell, D.D., Sunday School Editor of the M. E. Church, South.
J. E. Clarke, D.D., Editor Presbyterian Advance, and Secretary of the College Board of the Presbyterian Church, U. S. A.
S. H. Chester, D.D., Secretary Foreign Missions of the Presbyterian Church in the United States.
Chancellor James H. Kirkland, LL.D., Vanderbilt University.
President Bruce R. Payne, LL.D., George Peabody College for Teachers.
H. C. Tolman, Ph.D., D.D., Dean Vanderbilt University.
W. R. Manier, Sr., Secretary Commercial Club.

MUSIC, ART, AND EXPRESSION

In the education of girls and young women, it is important that a proper balance be maintained between Literary subjects and the Fine Arts. In this way only can a woman be prepared best for her mission in the world. The work of the school in the Liberal Arts is of the highest order, and equal emphasis is placed on Music, Art, and Expression in all their branches. Frequent music recitals of the highest order tend to develop an appreciation for that which is best in this rich field. Students are always made welcome to the Art studios and the kiln, and special exhibitions are given to cultivate a love for the beautiful in color and form. In the School of Expression a weekly class lesson in Poise and Public Speaking is offered to all boarding students without extra charge. Attractive studios and an inspiring environment make the work of these departments a genuine delight. The teachers represent the best culture and training of this country and Europe. They have established an enviable reputa-

tion for Ward-Belmont as one of the distinct centers for the training of young women in these subjects so important in the development of æsthetic taste and temperament.

HOME ECONOMICS

The lifting of the home maker's work to its proper place among the sciences is perhaps one of the most significant recent educational reforms. Domestic Science and Domestic Art are now regarded as essential in a well-rounded education for women. Responding to this progressive movement, Ward-Belmont maintains a thorough department for the study of the home and its varied problems. A weekly class demonstration in Domestic Science, or a weekly lesson in Household Decoration, is offered to all boarding students without extra charge. With its comprehensive courses, its attractive and well-equipped laboratories, and with its able corps of teachers, this department of practical worth holds an established place among the most popular activities of the school.

SECRETARIAL AND BUSINESS COURSES

To meet still further the unusual needs of the present time, Ward-Belmont is offering special courses in Stenography, Typewriting, Bookkeeping, and Secretarial work, thus giving a thorough insight into the practical fundamentals of business.

There is a growing realization that in the future women must be prepared, not only to conduct the business affairs of the home, but also to share in the leadership of civic affairs, and in many cases to fill positions of executive responsibility or to manage their own estates.

PHYSICAL CULTURE AND PLAYGROUND SUPERVISION

Thorough courses are offered in Physical Education and in Playground Supervision, subjects which are being emphasized today as never before in education. The campus affords opportunity for outdoor games, the gymnasium is so equipped that exercise may be adapted to the individual needs of the pupil, and the swimming pool is modern at every point and free to all resident students. Trained teachers are

in charge of every feature of this department. The work in Playground Supervision is so planned that the students enjoy the recreation, and at the same time grasp the methods by which directed play may be made to promote health, stimulate the intellect, and lift the moral tone of any community.

COURSE OF STUDY IN LIBERAL ARTS

Ward-Belmont offers a six-year Classical Course, corresponding to the four years of a preparatory school and the Freshman and Sophomore years of a standard four-year college. A student who contemplates entering a certain college or university after the completion of the Classical Course should advise the Dean in advance, that the subjects which she takes in Ward-Belmont may be those required by that institution.

The General Course, of equal length, is provided for the larger number who do not intend to do further college work after graduation from Ward-Belmont. In this course more liberty in choice of subjects is allowed. With certain limitations, Music, Art, Expression, and Home Economics may be included and counted toward graduation.

At the end of the first four years of the course, corresponding to the high school period, students may receive the High School Certificate, provided the proper balance has been maintained by the completion of courses prescribed. Those earning this Certificate can ordinarily complete requirements for a Ward-Belmont Junior College diploma in two additional years; or they may be admitted without examination to the leading colleges and universities which admit students on certificates, provided in each case the peculiar entrance requirements of the institution considered have been met.

ADVICE ON CHOICE OF SUBJECTS

It is our desire that the courses of study be clearly understood by parents and prospective pupils. Again, it is important that each pupil's course be carefully planned on the basis of work already completed, and that individual tastes and aims be taken into account. To accomplish these ends, correspondence and personal conference with the Dean

are cordially invited. Prospective patrons are urged to coöperate with us in working out a course of study in advance of the opening days of the session in order to allow more deliberate consideration of individual needs. Plans so made can be modified, if it seems desirable to a patron, on the opening days of school; but further changes during the year are usually not allowed. Continuity of effort and the greatest advancement can in this way be secured.

COURSES OF STUDY

I. LIBERAL ARTS AND SCIENCES

(Preparatory courses are designated by Roman numerals; College courses by letters.)

ENGLISH

The importance of the department of English in both its branches of Rhetoric and of Literature is duly recognized, and the work carefully and amply provided for by a full corps of college- and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding and to make her school work more generally and permanently valuable. Personal conferences for guidance and for correction in theme work are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

Course I. Literature (once a week).—Study and Reading: Selections from American poetry, with special attention to Poe, Lowell, Bryant, Whittier; Scott's Lady of the Lake; Scott's Ivanhoe or Stevenson's Treasure Island; Franklin's Autobiography or Irving's Sketch Book.

Composition and Grammar (four times a week).—Review of Grammar. Special attention given to letter writing, narration, description, and paragraphing.

Freshman, four hours a week. One point credit.

Course II. Literature (twice a week).—Study and Reading: (1) Addison and Steele's Sir Roger de Coverley Papers; (2) Shakespeare's Merchant of Venice; (3) Coleridge's Ancient Mariner or Macaulay's Lays of Ancient Rome; (4) Eliot's Silas Marner.

Composition and Grammar (three times a week).—Review of Grammar. Continued drill in narration and description; special study of the development of the paragraph.

Sophomore, four hours a week. One point credit.

Course III. Literature (three times a week).—Study: (1) Shakespeare's Macbeth; (2) Macaulay's Life of Johnson or Carlyle's Essay on Burns; (3) Tennyson's Idylls of the King or Palgrave's Golden Treasury, Books II and III; (4) Lamb's Essays of Elia.

Parallel Reading.—(1) As You Like It or Twelfth Night or Midsummer Night's Dream; (2) Arnold's Sohrab and Rustum and The Forsaken Merman or Goldsmith's Traveler and The Deserted Village; (3) Dickens' Tale of Two Cities or Hawthorne's House of the Seven Gables or Goldsmith's Vicar of Wakefield; (4) chief narratives of the Old Testament.

Composition (twice a week).—Study of narration, description, exposition, argument; special attention to development of the paragraph and to sentence structure; review of Grammar.

Junior, four hours a week. One point credit.

Course IV. Literature (two hours a week first and second quarters, three hours third and fourth quarters).—Study: (1) Chaucer's Prologue; (2) Shakespeare's Henry V.; (3) Milton's minor poems; (4) Emerson's Essay on Manners; (5) Burke's Speech on Conciliation or Washington's Farewell Address and Webster's Bunker Hill Oration or Macaulay's Speeches on Copyright and Lincoln's Address at the Cooper Union.

Parallel Reading.—(1) Shakespeare's The Tempest or Hamlet or Richard III; (2) Tennyson's The Princess; (3) The Iliad (Books XI, XIII, XIV, XV, XVII, XXI may be omitted); (4) Thackeray's Henry Esmond or Jane Austen's Pride and Prejudice.

Rhetoric and Composition (two hours a week first and second quarters, one hour a week third and fourth quarters).—Continued study of narration, description, argument, exposition; emphasis laid on gathering and arranging material for long expositions; careful review of sentence structure and paragraph development.

Junior Middle, four hours a week. One point credit.

Course A. Advanced Course in Rhetoric and Composition.—Review or rhetoric and composition. Review or rhetorical principles. Daily and fortnightly themes, oral and written, with individual conferences. Narration; study and practice in the short story. Exposition; analysis of such essays as those of Arnold and Stevenson; critical papers.

Required of Senior Middle students. Two hours a week.

Course B. History and Development of English Literature.—A survey course in English Literature preliminary to any other college course in Literature.

Required for graduation: Three hours a week.

Course C. Advanced Course in Writing.—Assignments in the various forms of discourse. The writing of editorials, descriptive sketches, and short stories especially stressed. Daily and weekly themes. Long papers. Open to Senior students who have done good work in English A.

Two hours a week. Offered, 1919-1920, if ten or more apply.

Course D. Nineteenth Century Poetry.—English Poetry from Wordsworth to Meredith with special emphasis on Wordsworth, Tennyson and Browning.

Prerequisite: Courses A and B. Three hours a week.

Course E. The English Drama.—Lectures and Library work on development of English drama; specimens from each period studied in class with special emphasis on Shakespeare. Selected modern plays studied as literary expressions of present-day problems.

Open to second year college students who have completed Courses A and B. Three hours a week.

Course F. American Literature.—A study of Emerson, Thoreau and Whitman with a comparison of English Nineteenth Century prose.

Prerequisites: Course A, and B or D. Three hours a week.

Course M. Types of Modern Literature.—Study of literary expressions of modern life, such as the informal essay, the novel, the short story and poetry. Class discussions, lectures, and occasional themes. Open to college students who have had English III and IV. Not to be substituted for required English courses. Three hours a week.

HISTORY

The department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted and a training in sympathetic judgment. The value of History as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art, and current events. Throughout the course, emphasis is placed on historical geography, map drawing, notes, and reports of collateral readings.

Course I. Greek and Roman History.—A survey of ancient history and of later history to 800 A.D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history.

About 500 pages of parallel reading are assigned from such sources as the Greek and Roman biographers, historians, and dramatists.

Open to Sophomore and Junior students. Required of College Preparatory students. Four hours a week. One point credit.

Course II. History of England.—The political, social, and religious elements in the growth of the English people. England's advance as a world power and her colonial development. Parallel reading.

Open to Sophomore and Junior students. Four hours a week. One point credit.

Course III. American History and Civics.—A rapid survey of the colonial period, with emphasis upon American ideals and institutions, with a more intensive study of the critical period, the founding of the national government, the Westward Expansion, and the problems and movements of the nineteenth century. The forms and functions of government are studied, with emphasis upon the ideals and defects of today. American History first semester; Civics second semester.

Open to Junior Middle students, and, by special arrangement, to Juniors. Four hours a week. One point credit.

Course IV. Current Events.—An introductory study of present-day history through periodical literature. The aim is to keep the student informed on important military, political, economic, scientific, and religious affairs of the present, and to develop such intelligent interest as will make reading of this nature a fixed habit.

Open to all students who have had Course I or II. Two hours a week. Half point credit.

Course A. A Survey Course in European History.—Part I: Europe and England from the fall of the Roman Empire through the Reformation Period, emphasizing the Feudal Régime, the Mediæval Church, the Renaissance, the Reformation, and the general economic and social conditions. Part II: This part begins with England's struggle for constitutional government and continues the development of England and Europe to the present, emphasizing the French Revolution, the Industrial Revolution, with its economic and social results, and the Democratic and Nationalistic Movement of the nineteenth century.

Full parallel reading required.

Open to Senior Middle and Senior students. Three hours a week.

Course B. English History.—A study of England from the Conquest down to the present time. Development of institutions and social life. Special attention given to the influence of English History on American life and ideas.

Open to college students who have completed Mediæval and Modern History in high school or Course A in college. Three hours a week.

HISTORY AND APPRECIATION OF ART

The value of the work in this course is twofold. It is a part of the record of human development, and so a humanitarian and mental discipline subject, as is History proper. It is also a study of the laws underlying artistic effect, and as such has a distinct culture value. Both phases of the subject receive careful consideration. The work is done by

means of illustrated lectures, printed outlines, reproductions, stereopticon slides, projectoscope, etc. Extensive reading and individual reports required.

The rise and development of architecture, sculpture, and painting from the earliest periods through the Renaissance will be studied, with emphasis on the Greek and the Renaissance periods.

Open to college students who have had History I or its equivalent. Three hours a week.

HISTORY AND APPRECIATION OF MUSIC

This course is one of Musical Appreciation upon a historical basis, dealing with the important epochs and styles in the evolution of Music and its relation to the kindred arts. It aims to enable the student—not necessarily a music pupil—to understand and enjoy the master works of the Classic, Romantic and Modern schools of musical composition through a knowledge of the aesthetic and psychological principles involved in their development. The practical and also highly cultural results accruing from this study are recognized by our leading institutions. The work is given by means of lectures, material from text, collateral reading, outlines and reports on assigned topics. Abundant illustrations are given by means of the Steinway Duo-Art Pianola and the Victrola, while the programs of visiting artists are also studied and analyzed. Text: Mason's Appreciation of Music.

Open to college students. No musical prerequisites. Three hours a week.

ECONOMICS AND SOCIOLOGY

The purpose in this department is to teach the fundamental principles of both economic and sociological science in such a way as to develop an intelligent interest in public affairs, to insure some understanding of the laws underlying the welfare and progress of society, and to inculcate the desire to apply these principles to the duties of enlightened citizenship.

ECONOMICS

Course A. Introduction to Economics.—This course is designed to lead the student to an investigation of economic principles, to introduce her to the economic problem in the modern state, and to train her to think clearly on economic subjects. It will treat of the condi-

tions determining prices, land values, wages, profits, and standards of living; of certain topics of applied economics, such as the tariff, banking, and trusts; and of problems of labor and industrial organization.

Open regularly to second year College students or to first year College students by special permission. Three hours a week, first semester.

SOCIOLOGY

Course A. General Sociology.—This course is designed to make the student familiar with the origin, principles, and methods of sociological science, as well as with the social elements, forces, and processes. The aim is to make the course of practical value, and thus emphasis is put upon the application of the principles of Sociology to some of the chief problems of present times, particularly in the United States.

Open regularly to second year College students or to first year College students by special permission. Three hours a week, second semester.

LATIN

The work of the first four years in this department is designed not only to give the student a thorough knowledge of forms and syntax and the ability to apply this knowledge in accurate reading of the texts assigned, but also to increase the student's vocabulary and insight into words and develop a feeling for the structure and thought of the language. Reference readings illustrate Roman life and Mythology. The courses of the last two years are intended to secure the ends of rapid and accurate reading, an acquaintance with the masterpieces of Roman Literature, and a correct appreciation of the place of Rome in the history of civilization.

Course I.—The Essentials of Latin. Regular first-year work.
Freshman. Five hours a week. One point credit.

Course II.—Cæsar: An equivalent of Books I to IV. Prose composition based on text. Grammar systematically studied in connection with prose.
Sophomore. Four hours a week. One point credit.

Course III.—Cicero: The Cataline Orations, the Manilian Law, Archias. Prose composition based on text and syntax throughout the year.
Junior. Four hours a week. One point credit.

Course IV.—Virgil: Books I to VI. Required reading is assigned in mythology; prose composition; review of Grammar.
Junior Middle. Four hours a week. One point credit.

SOUTH ENTRANCE

MAIN BUILDING, WARD-BELMONT

RECREATION HALL

MAIN BUILDING, WARD-BELMONT

Course A.—Cicero's Letters. Horace: Odes and Epodes. Prose composition. Practice in reading at sight. Prosody.

Senior Middle. Three hours a week.

Course B.—Horace: Satires and Epistles; Juvenal; Plautus and Terence: Selected plays. Readings in Roman Literature.

Senior. Three hours a week.

FRENCH

The value of a good knowledge of French in studying literature and the necessity for it in foreign travel are appreciated, and such knowledge is provided for by the experienced native teachers in this department. Correct pronunciation is insisted upon, and facility in conversation is acquired by constant practice. To this end, French is the language of the classroom, and opportunities are also given for its use in social conversation and at French tables in the dining halls. The courses in French literature are extensive, and are made more practical by the use of dictation, sight reading, and lectures in French on the historical development of the language.

Course I.—Grammar: Verbs; Sym's French Reader; Labiche et Martin's La Poudre Aux Yeux. At least one hundred pages.

Open to Freshman, Sophomore, and Junior students. Four hours a week. One point credit.

Course II.—Grammar: Verbs; Dictation; Poetry Memorized; French Composition; the reading of about three hundred pages from texts such as Mérimée's Columbia; Loti's Pecheur d'Islande; Lamartine's Scénes de la Révolution Francaise; Halévy's L'Abbé Constantin; Daudet's La Petite Chose.

Open to Sophomore, Junior, and Junior Middle students. Four hours a week. One point credit.

Course III.—Grammar: Syntax; Verbs; French Composition; Dictation; Themes; the reading of about four hundred and fifty pages from texts such as George Sand's La Mare au Diable; Maupassant's Huit Contes Choisis; Hugo's Quartrevingt-Treize; Boriner's La Fille de Roland.

Open to Junior and Junior Middle students. Four hours a week. One point credit.

Course A.—Grammar: Written and oral exercises founded on selected texts; dictation and conversation; rapid reading of about five hundred pages of such texts as Mérimée's Colomba, Labiche's Le Voyage de M. Perrichon; George Sand's La Mare au Diable; French Reader, Aldrich and Foster; Chateaubriand's Les Adventures du Dernier Abencerage.

Open to Senior Middle or Senior students who have not studied French. Four hours a week.

Course B.—Grammar completed: Composition; Themes based on texts read; rapid reading of from four to five hundred pages from Scribe et Legouvé's Bataille de Dames; Maupassant's Huit Contes Choisis; Choppèe's On Rend L'Argent; Michelet's La Prise de la Bastille; Trois Comédies de Musset; Bouvet's French Syntax and Composition; Hugo's La Chute.

Open to students who have completed Course A or its equivalent. Three hours a week.

Course C.—Conversation: A course in conversational French with sufficient reading of good literature and composition to serve as a basis for progress in conversation.

Open to students who have completed or are taking Course B. Two hours a week.

Course D.—History of French Literature of the eighteenth, nineteenth, and twentieth centuries; reading based on authors representative of modern French thought and style; essays in French on topics read; conversation based on phases of modern French life and current thought.

Open to students who have completed Course III or B. Three hours a week. (Given in 1919-1920 if a sufficient number apply.)

GERMAN

Throughout the carefully graded course in German, use is made of the wealth of German poetry and prose. German is the language of the classroom; by memory work, abstracts, and reproductions, correct pronunciation is established and appreciation and knowledge of the literature increased. After first-year work, sight reading and conversation are emphasized. Parallel reading is required in Course B.

Course II.—Grammar: Composition; simple paraphrasing; poems and ballads memorized; sight reading; reading of at least two hundred pages of German from the following texts: Storm, Immensee; Blüthgen, Das Peterle von Nürnberg; Sudermann, Teja; Gerstäcker, Germelshausen. Conversation emphasized.

Open to Sophomore, Junior, and Junior Middle students who have completed first year high school German. Four hours a week. One point credit.

Course A.—Grammar: Prose composition; conversation and memorizing of poetry; reading of at least two hundred and fifty pages of German from such texts as: Hauff, Der Zwerg Nase; Storm, Immensee; Baumbach, Waldnovellen; Wildenbruch, Das Edle Blut; Hillern, Höher als die Kirche; easy plays by Benedix, Wilhelmi, or Fulda.

Open to College students who have not studied German. Four hours a week.

Course B.—Grammar: Prose composition; conversation, sight reading; themes based on text read; reading of about five hundred pages from such texts as: Schiller, Die Jungfrau von Orleans; Hauff, Tales; Heine, Die Harzreise; Jensen, Die Braune Erica; Klenze, Deutsche Gedichte; Scheffel, Ekkehart; Sudermann, Der Katzensteg.

Open to College students who have completed Course II or Course A. Three hours a week.

SPANISH

To meet the very general and rapidly growing demand for the language and the literature of Spain and of Spanish America as a part of school and college curricula, two courses in Spanish are offered.

Course A.—Elementary grammar and composition; memorizing of short passages; dictation; frequent exercises in conversation, and the use of Spanish as the language of the class room as early as practicable; the reading of about two hundred pages from such texts as: An approved reader, select short stories or short plays, Valera, El Pájaro Verde, Alarcón, El Capitán Veneno, Galdós Marianela; and, as an example of Spanish-American fiction, Isaacs, Maria.

Open to students beginning Spanish. Four hours a week.

Course B.—Advanced grammar and composition; letter writing; memorizing; dictation; conversation; the reading of about four hundred pages, including parallel reading from such texts as: Dorado, España Pintoresca; Frontaura, Las Tiendas; Galdós, Doña Perfecta; Caballero, Un Servilon y un Liberalito; Valdés, José; Valera, El Commendador Mendoza; Calderón, La Vida es Sueño; Cervantes, Don Quixote, Selections; and, in Spanish-American literature: Frías, Leyendas Históricas Mexicanas; Mármol, Amalia; Altamirano, La Navidad en las Montañas.

Open to students who have completed Spanish A or its equivalent. Three hours a week.

MATHEMATICS

The work done in the department of Mathematics is closely correlated with business and the physical sciences. It is the aim also to develop in students the power and habit of concentration, of clear, consecutive independent thinking, and of precise expression. These aims largely determine the courses offered and the method of their presentation. A constant effort is made to render the elective courses so valuable that they will be attractive to the average student.

Course I.—Elementary Algebra. Algebra is approached as generalized arithmetic. Much time is spent on introductory ideas. The

following topics are treated: Positive and Negative Numbers, Fundamental Operations, Equations (with applications in Practical Problems), Factoring and Fractions.

Freshman. Four hours a week. One point credit.

Course II.—(a) First Semester. *Algebra.* The following topics are treated: Ratio and Proportion, Graphical Representation, Linear Systems, Elementary Treatment of Roots, Radicals and Exponents, Simple Quadratic Equations. Many of the more familiar theorems of Geometry are introduced and made the basis of algebraic problems.

(b) Second Semester. *Advanced Arithmetic.* Review and study of subjects that pupils in the grammar school have difficulty in mastering. By the free use of Algebra, Arithmetic is made easier and the former subject is reviewed.

Open to Sophomores who have completed Course 1. Four hours a week. One point credit.

Course III.—Plane Geometry. The step from the simple geometric discussions in Arithmetic and Algebra to rigorously logical Demonstrative Geometry is not attempted hastily. In the beginning the heuristic method predominates. An introductory course covers the first four weeks. Algebra is used to supplement the Geometry. Many original exercises are solved.

Open to Juniors who have completed Elementary Algebra through simple quadratic equations. Four hours a week. One point credit.

Course IV.—(a) First Semester. *Advanced Algebra.* The topics covered in Elementary Algebra are thoroughly reviewed and amplified. The course also comprises Synthetic Division, Graphical Methods, Progressions, Logarithms, Variation, Binominal Theorem for Positive Integral Exponents, Theory of Quadratics, Complex Numbers, Problems from Arithmetic, Geometry, and the physical sciences are made prominent.

Open to students who have completed Algebra through simple quadratic equations and Plane Geometry.

(b) Second Semester. *Solid Geometry.* Lines and Planes, Polyhedrons, Cylinders, Cones, and Spheres are treated. Easily constructed models are used in the introductory work. Frequent references to Plane Geometry are made.

Open to Junior Middle or Senior Middle students. If college credit is to be given, supplementary work will be assigned. Four hours a week. One point credit.

Course A.—(1) *College Algebra.* A brief review, followed by a treatment of topics especially helpful in Trigonometry, Analytic Geometry, and the Calculus.

Open to college students who have completed the Algebra of Course IV. Three hours a week. First semester.

(2) *Plane Trigonometry.* The work consists of Trigonometric Functions and Formulæ, Theory and Use of Tables, Solution of Right

and Oblique Triangles (with applications to Problems of Physics and Surveying), Inverse Functions, Trigonometric Equations. The data for several surveying problems is obtained in the field with the transit, tape, etc.

Three hours a week. Second Semester.

Course B.—(1) *Analytic Geometry.* Graphical Representation of Points and Curves in a Plane, Determination of the Properties and Relations of Plane Curves by a study of their Equations and Graphs. The Straight Line and the Conic Sections are fully investigated. The course includes an introduction to Analytic Geometry of three dimensions. Three hours a week. First Semester.

(2) Second Semester. Introduction to *Differential and Integral Calculus.* Differentiation and Integration of Functions, with the usual Geometric and Mechanical Applications.

Prerequisite to (1) and (2), Course A. Three hours a week. Second Semester.

SCIENCE

In solving the problems of everyday life, a knowledge of the fundamental ideas of Chemistry, Physics, and the Biological Sciences is absolutely essential. In offering these courses here, the aim is to develop the powers of accurate observation by aiding the student to gain firsthand information, to acquaint the student with modern scientific methods and their relation to daily living, and to lay the foundation for further work in these subjects.

Chemistry

Course I.—Elementary Chemistry. Course for beginning students, including a study of the common elements and their important compounds.

Open to Junior and Junior Middle students. Laboratory and Recitation, six hours a week. One point credit.

Course A.—General Chemistry. In this course it is intended to give the student careful instruction in the important principles of chemistry. All of the non-metallic and the most important of the metallic elements are studied. The intention is to train the student in accurate scientific thinking; to arouse in her an appreciation of the laws of nature; and to set forth some of the practical applications of the science of chemistry to the many problems of life.

Open to college students. Lectures, three hours; laboratory, four hours; credit, four hours.

Course B.—Organic Chemistry. This is a course in the principles of chemistry as applied to organic substances. The more important compounds of each type are studied, and the attention of the student

is constantly called to the application of organic chemistry to the everyday affairs of life.

Prerequisite: Course A. Lectures, three hours; laboratory, four hours; credit, four hours.

Course C. Qualitative Analysis.—A systematic course in Qualitative Analysis; identification of the more common elements and acid radicals.

Prerequisite: Course A or its equivalent. Lecture and Laboratory, seven hours a week. Four hours credit.

Physics

Course I.—An elementary course in *Physics*, dealing with the laws and properties of matter and covering the subjects of sound, heat, light, electricity, and magnetism.

Open to Junior and Junior Middle students. Laboratory and Recitation, six hours a week. One point credit.

Elementary General Science

Course I.—An introductory course intended to explain familiar natural phenomena by drawing in an elementary way upon the fields Physiography, Biology, Physics, Chemistry and Geology. Discussion based on text, observation, experimentation.

Open to Freshman and Sophomore students. Five hours a week. One point credit.

Biology

Course A.—Plant and animal life; the cell as the structural unit of life; bacteria, yeasts, moulds and other micro-organisms and their relation to disease; important structures of plants and animals as a foundation for the study of functions, environment and classification.

Open to college students. Lecture and recitation, three hours; field and laboratory, four hours; credit four hours.

Physiology

Course A.—The course deals with the structure of the human body, the laws according to which the body lives, how a violation of these laws may be avoided, the maintenance of the health of the community as well as that of the individual.

Open to College students. Recitation and Laboratory, three hours a week. Credit two hours.

PSYCHOLOGY AND CHILD STUDY

Course A. (1) First Semester.—An introductory course in Psychology, giving a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments.

Open to Seniors, and certain other mature students by special permission. Three hours a week.

(2) Second Semester.—Child Study. An introductory course in the study of childhood, with practical applications.

Prerequisite, Course A (1) or its equivalent. Three hours a week.

BIBLICAL HISTORY AND LITERATURE

The following courses of study are calculated not only to reveal the importance of the Bible as history and its excellence as literature, but also to emphasize ethical and religious values and to discover underlying principles of thought and action applicable to the life of today.

Course I.—The Life of Jesus.

Study of the land in which Jesus lived, its people and customs, His work and character.

Sources: The gospel narratives, together with information furnished by modern scholarship concerning the history, thought, and customs of His time.

Open to Junior and Junior Middle students. Two hours a week. Half-point credit.

Course II.—Elementary Bible History.

An elementary history of the Bible, intended to acquaint the student with leading Bible characters and events, together with the corresponding chronology and geography.

Open to Junior and Junior Middle students. Two hours a week; credit, one-half point.

Course A.—General Introduction to Biblical Literature.

Methods of Bible study; survey of the history of the English Bible; the Bible reviewed as a library containing a great variety of literature.

Study of selected portions of the Old and New Testaments.

Open to College students. Two hours a week.

Course B.—Old Testament History and Literature.

Study of the political, social, religious, and literary development of the Hebrews, leading up to and including the messages of the prophets.

Open to College students. Three hours a week.

Course C.—The Life and Teachings of Jesus.

A comparative study of the Gospels as sources of our knowledge of the life and work of Jesus; careful consideration of the teachings of Jesus in their bearing on the political, social, and religious conditions of His own day and of the present day.

Open to College students who have had Course B or other introductory Old Testament work. Two hours a week.

Course D.—Religious Pedagogy.

With special reference to the Sunday School; study of laws governing the development of child mind; teaching principles and methods adapted to religious nurture in home and church; stories and story-telling; the organization, aim, and work of the Sunday School.

Open to College students who have completed or are taking one course in the Biblical Department. Two hours a week.

ADMISSION TO LITERARY COURSES

Students who have completed the usual grammar-school grades may be admitted without examination to the Freshman Class. Those who present credentials from approved College Preparatory Schools, High Schools, or Colleges may be admitted without examination, on probation, to the classes for which their former work seems to have prepared them.

POINTS AND HOURS

Definition.—Preparatory credit is measured in *points* and college credit in *hours*.

A *point* is equivalent to a Carnegie unit and represents four recitation periods of one hour each, or five periods of forty-five minutes each, per week for a year, in a subject ordinarily taught in standard high schools, each recitation requiring preparation. Similarly one-half point represents approximately two hours of recitation per week for a year or four hours per week for one semester.

An *hour* represents one hour of recitation or lecture per week for a year, or two hours per week for one semester in a college course.

For preparatory or college credit two or more hours of laboratory work correspond to one hour of lecture or recitation, depending upon the nature of the laboratory work.

In Music, two lessons a week for a year, one and one-half hours' daily practice, and two recitations per week in a musical science, merit one *point* or three *hours*, according to the recommendation of the teacher. In Art, eight hours of supervised studio work per week merit one *point* or three *hours*, according to the recommendation of the teacher. In Expression, four hours of prepared class work and other collateral and assembly work merit one *point* or three *hours*, according to the course taken.

Number Recommended.—The number of points recommended as a year's work for the average preparatory student is four; the minimum allowed is three, and the maximum five. For the average college student the equivalent of fifteen hours is recommended; the minimum allowed is twelve, and the maximum seventeen.

Language.—A single preparatory year in a foreign language is strongly discouraged, and only one-half point credit is allowed for such a one year course, unless it is followed by a second year of work in the same language.

Special Subjects.—Not more than a total of two points and six hours may be counted toward a diploma for work in the Departments of Music, Art, Expression and Home Economics. Credit is not allowed for such work completed below third year high school, and only one such point or three hours may be counted in a single year. Work in Music, Art and Expression, completed elsewhere, will be credited toward a certificate or diploma in these special departments; but such work will not be credited in an academic course.

Excess Preparatory Credits.—College credit will not be allowed for a high school course in excess of those required for college entrance, unless sufficient supplementary work is done in Ward-Belmont to make it equal to the corresponding College Course.

Residence Requirement.—For a Ward-Belmont certificate at least one full year's work—four points or fifteen hours—must be completed in Ward-Belmont. An applicant for a diploma must devote at least a year and a half to successful study in Ward-Belmont. In the case of a student who has done college work elsewhere, official testimonials as to such work and a catalogue of the college, with the work done fully designated, must be furnished to the Dean. The credit due, in no case more than fifteen hours, will then be determined.

COURSES LEADING TO THE WARD-BELMONT CLASSICAL AND THE WARD-BELMONT GENERAL DIPLOMAS

PREPARATORY

FRESHMAN

CLASSICAL	GENERAL
Required:	Required:
English I	English I
Latin I	Mathematics I
Mathematics I	One Foreign Language
History I	One point elective
	Electives:
	History I
	General Science.

Sophomore

CLASSICAL	GENERAL
Required:	Required:
English II	English II
Mathematics II	Mathematics II
Latin II	Foreign Language Continued
One point elective	One point elective
Electives:	Electives:
History II	History I or II
French I	Latin
German I	French
	German
	General Science

NOTE.—Students entering above the Sophomore year, who have completed Elementary Algebra through Simple Quadratic Equations, are not required to take the Arithmetic of Course II.

Junior

CLASSICAL	GENERAL
Required:	Required:
English III	English III
Mathematics III	Mathematics III
Latin III	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History II	Bible I
French	History I, II, or IV
German	Latin
Physics	French
Chemistry I	German
	Physics
	Chemistry I
	Music, Art, Expression, or Home Economics

Junior Middle

CLASSICAL	GENERAL
Required:	Required:
English IV	English IV
Mathematics IV	Foreign Language Continued
Latin IV	Electives to fulfill College Entrance Requirements
Electives to fulfill College Entrance Requirements	
Electives:	Electives:
History III	Bible I
French II or III	History III or IV
German II	Latin II, III or IV
Physics	French II or III
Chemistry I	German II
	Mathematics IV
	Physics
	Chemistry I
	Music, Art, Expression or Home Economics

Senior Middle—(First Year)

CLASSICAL

Required:
- English A and B
- Latin A
- Mathematics A
- Four hours elective

Electives:
- History A or B
- French A, B, or D
- German A or B
- Biology A
- Chemistry A

GENERAL

Required:
- English A and B
- Electives to aggregate fifteen hours

Electives:
- Bible A, B, C, or D
- English M
- History A or B
- Mathematics A
- Latin A
- French A, B, C, or D
- German A or B
- Spanish A or B
- History of Art
- History of Music
- Biology A
- Chemistry A or B
- Physiology A
- Music, Art, Expression, Home Economics or Secretarial Work

Senior—(Second Year)

CLASSICAL

Required:
- English D
- Latin, or French, or German (unless graduation requirements have been met.)
- Biology A, or Chemistry A or B (unless taken in Senior Middle year)
- History A or B (unless taken in Senior Middle year)
- Electives to aggregate fifteen hours

Electives:
- English C, E or F
- History A or B
- Mathematics B
- Latin B
- French A, B, or C
- German A or B
- Psychology
- Economics A
- Sociology A
- Biology A
- Chemistry A, B, or C

GENERAL

Required:
- English D, E or F
- Latin, or French, or German, or Spanish (unless graduation requirements have been met)
- Electives to aggregate fifteen hours

Electives:
- Bible A, B, C, or D
- English D, E, F, or M
- History A or B
- Mathematics A or B
- Latin A or B
- French A, B, C, or D
- German A or B
- Spanish A or B
- Chemistry A, B, or C
- Biology A
- Physiology A
- History of Art
- History of Music
- Economics A
- Sociology A
- Psychology
- Music, Art, Expression, Home Economics or Secretarial Work

CLASSIFICATION

The work completed at the beginning of a school year determines the class to which a student belongs. Four completed points, as found in either of the two courses outlined, give Sophomore classification; eight such points, Junior; and twelve, Junior Middle. If a student lacks not more than one of the required number of points, she will be given conditional classification.

For Senior Middle or college standing, fifteen completed points in one of the courses outlined are necessary. Of these fifteen points, at least three must be for English (usual college entrance requirements), one for Algebra, one for Plane Geometry, two for a Foreign Language, and one for either a History or a Science. Completion of a regular course of a standard four-year high school will ordinarily meet these conditions. Conditioned college standing will be allowed on fourteen of the above points.

For entrance to the Senior Class, the attainment of a Ward-Belmont Diploma at the end of the school year must be possible.

SUMMARY OF REQUIREMENTS FOR ACADEMIC DIPLOMAS AND CERTIFICATES

Classical Diploma

Fifteen Points and Thirty Hours

Completion of the Classical Course outlined above, including English A, B, and D, Latin A, Mathematics A, two points or three hours of French or German, three hours of College History and four hours of College Science.

General Diploma

Fifteen Points and Thirty Hours

Completion of the General Course outlined above, including English A and B; four years of Foreign Language (points or hours); Mathematics III; four hours of College Science or three hours of College History.

High-School Certificate

The High-School Certificate is awarded to students who have completed fifteen preparatory points in the Classical or General Course—that is, the work through the Junior Middle year—and who have met the following requirements: Three or four points English (to include Course IV); four points Foreign Language; one point History or Science; two points Mathematics (to include Course III). Not more than three points will be allowed for work in such subjects as Music, Art, Expression, Home Economics, Stenography, Typewriting.

II. SCHOOL OF EXPRESSION

This department offers to the special and general student an opportunity for thorough and scientific training in Expression. Its aims are: To help the student to "find herself" and to realize her powers and possibilities; to give such training as will develop her individuality; to train the voice and body to act in coördination with the mind; to teach the student how to think sanely and strongly, how to read intelligibly and effectively; to teach her to represent a character without effort; to prepare young women for effective work as readers and teachers of Expression.

A weekly class lesson in Public Speaking is offered to all boarding students without extra charge.

The work of this department is arranged below to cover four years. The Special Certificate in the School of Expression is awarded to those who complete satisfactorily the first two years of the prescribed course, and the Diploma is awarded to those who complete satisfactorily the first three years of the course.

Expression C is designed for students interested in advanced creative and interpretative work, methods of teaching, platform art, and pageantry. Diploma pupils will be given advantage of as much of this training as their time and advancement will allow.

First Year

Expression I, English IV, and sufficient electives to aggregate fifteen points of High School work.

Second Year

Expression A, English A, and B or M, and electives chosen from those offered in the Senior Middle Year of the General Academic Course to aggregate fifteen hours.

Third Year

Expression B, English D, E, or F, and electives chosen from those offered in the Senior Year of the General Academic Course to aggregate fifteen hours.

DESCRIPTION OF COURSES

Expression I.—First-Year Work.—(a) *Principles of Training:* Qualities of voice; reading with reference to good use of the voice and direct expression of the thought; voice and pantomimic problems; harmonic gymnastics; poise and bearing; exercise for freedom of the body from constriction.

(b) *Creative Expression:* Extemporaneous speaking; recitals to develop personality; dramatic rehearsals in farce to develop freedom in thinking; beginnings of literature (story-telling); informal recitals.

Open to students above the Sophomore Class.

Expression A.—1. *Principles of Training:* Quality of voice; responsiveness, ease, purity, and mellowness; oral English; pantomimic problems; dramatic rehearsal and criticism; harmonic gymnastics; dramatic thinking (Shakespeare); Browning and the monologue.

2. *Creative Work:* Dramatic interpretation and training in the imagination; story-telling; literary interpretation; platform art; dramatic rehearsal (comedy); pantomime in problems and readings.

Open to college students who have completed Expression I.

Expression B.—1. *Principles of Training:* Voice training; resonance; use of voice in conversation and narration; visible speech and articulation; dramatic rehearsals (comedy); development of imagination; rise of the drama; epochs of literature.

2. *Creative Work:* Impersonations in Browning's monologue and original arrangements from modern literature or drama; vocal interpretation of the Bible; drill on methods; pantomimic problems and rehearsals; modern drama; public presentations of original arrangements.

3. *Public Speaking:* Training in three-minute speeches on topics of interest.

Open to college students who have completed Expression A.

Expression C.—1. *Interpretative Expression:* Primary forms of literature, fables, folk stories, allegories, lyrics, old ballads, conversation, and story-telling. One hour a week.

2. *Creative Expression:* Interpretation of forms of poetry or of modern drama. This course is similar in design to Expression C.-1, and is opened to students of the same maturity. One hour a week.

3. *Creative Expression:* A study of dramatic thinking; the forms of the drama; dramatic rehearsals from the sixteenth, eighteenth, nineteenth centuries, and modern plays; impersonations or platform interpretation and a study of the monologue. One hour a week.

4. *Voice Training:* Harmonic gymnastics; practical problems for voice, body, and imagination. This course is designed for public school teachers or for those purposing to become such, for those actively engaged in club work, or in any position where public speaking is a necessity. One hour a week.

5. *Pageantry:* Community festivals; correlation with history, music, art, folk dancing, and domestic art; the development of allegorical and historical pageantry. One hour a week.

III. SCHOOL OF ART

The creative power, which, in a greater or less degree, is the possession of every human soul, should be recognized and cultivated, and that appreciation developed which is the beginning of all growth of Art. The study of Art involves the training of the eye, mind, and hand, and that exercise

of both skill and judgment which makes for power in an individual and creates efficiency, no matter what the calling may be. Thus understood, the study of Art should have a place in every liberal education. The Ward-Belmont studios are in the new Administration and Academic Building, and embrace five large rooms with excellent light. Students of college advancement, specializing in Art, are seriously advised to elect History and Appreciation of Art as one of their literary subjects. In every branch of the School of Art the object is to make the pupil proficient and to give her a foundation upon which she can build. The methods of instruction are varied, and are such as have been found to be the most efficient in developing the possibilities of each student, and in giving her the means of artistic self-expression. The student is taught to use and develop her inate ability; she is taught to recognize ideas and to evolve them, to see facts, and to express them according to principles as well as to feelings. Stress is laid on the fact that intellect is more essential in art expression than sentiment.

STUDIO CLASSES

I. Elementary.—The first steps in the appreciation of form, proportion, and values are taken in this course. The work is done in charcoal from simple still-life studies, which enables the beginner to learn the principles of drawing, the foundation of all art expression.

II. Life Drawing.—The costumed model is used in the life drawing class. After becoming familiar with their materials, students are encouraged to begin work in this most interesting branch of Representative Art. The models are posed to help the pupils in the study of both composition and illustrations, and studies are produced in the different mediums—oil, water color, chalk, pastel, pen and ink, and charcoal. Quick sketching is practiced frequently, and is most beneficial for all students; and for those making a specialty of illustration, it is essential training in character drawing.

III. Costume Design.—The work in Costume Design is planned to give the student a knowledge of the application of the principles of design to clothes. Every woman not only wishes to be but should be appropriately dressed. If she thoroughly understands line, color, and value, she will be able to use what she has to the best advantage. The work in this course is in two parts: (1) the designing of clothes and (2) the preparation of these designs for reproduction in magazines.

IV. Poster Advertising.—One of the most useful branches of modern art is that of Poster Advertising. It embodies not only some knowledge of psychology but also thorough familiarity with design and color. Poster Advertising is closely related to other forms of art

expression. At present posters are a widely used medium of communication between the government and the people; at all times poster advertising is essential to business. The student is taught to weigh the value of various ideas and to express the chosen idea in an effective and pleasing manner.

V. Outdoor Sketching.—The campus offers ample opportunities for outdoor sketching. Application is made of the principles of composition, values, perspective, and color.

VI. Textile Design.—There is an ever increasing demand in America for good textile designs, and the making of these designs is not only an interesting but a very profitable side of art work. The course includes a study of the various kinds of repeats and their application to silk, cotton, and woolen fabrics.

VII. Interior Decoration.—The work in interior decoration is designed to meet the needs of those who wish to plan their houses conveniently, decorate them with suitable colors, and select and arrange the furniture artistically and usefully. The principles of mechanical drawing, the theory of color, and periods in furnishing are studied. The pupils work out various problems in the arrangement and decoration of rooms.

VIII. China Painting, Metalry, Basketry.—To these subjects, included in the Art course without extra charge, pupils may devote approximately two hours per week, or one-fifth of their time in the art studios.

IV. SCHOOL OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music; it offers to music students what all of them need—supplementary work in English, Literature, and the Modern Languages. The "mere musician," the talented player or singer who lacks general education, will be tomorrow more than ever before at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede, but should continuously accompany, musical studies; and schools of music are seeking what we have already at hand—intimate affiliation with literary classroom work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a

PEMBROKE HALL, WARD-BELMONT

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cultured woman and a thorough musician. Our musical faculty is now probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers. Pianoforte, Voice, Violin and other stringed instruments; Pipe Organ, Theory, Harmony, Composition, the History and Appreciation of Music, Interpretation, Ear Training, Sight Reading and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student and Artist Recitals—all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere is possible nowhere except in a large school where musical education is seriously undertaken by a faculty composed of tested professional musical educators. Frequent student recitals are given, as are recitals and lectures by the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city. Certificates and diplomas are conferred for finished work in this School.

Eighty new pianos, including eight Steinway Grands and a Steinway Duo-Art Pianola, have been purchased within the last few years.

Boarding students specializing in Music, Art, Expression, or Home Economics are required to take at least one literary course.

Theory is required of all music students in the boarding department who have not previously completed the equivalent of Theory I. Credit for Theory I, if taken elsewhere, will be granted only on the basis of an examination. Those who have such credit will be assigned one of the following: Theory II, Harmony, Counterpoint, History and Appreciation of Music, Ear Training.

CURRICULUM OF THE SCHOOL OF MUSIC

Certificates and Diplomas

Pupils desiring to become candidates for Certificates and Diplomas must announce themselves through their respective teachers not later than October 20.

There will be held between February 1 and 15 and between May 1 and 15 examinations on the requirements for Certificates and Diplomas. The candidates must in February stand an examination before the faculty on one-half the technic required and one-half the unmemorized repertoire. An examination on the remaining half of the requirements must be taken between May 1 and 15.

Candidates for Certificates and Diplomas must appear in public recital at least three times during the session.

A two-thirds vote of the faculty is necessary to decide whether each candidate has met the requirements satisfactorily.

COURSE OF STUDY FOR CERTIFICATE IN PIANO

Technic.—Major Scales played with both hands in parallel motion through four octaves (minimum speed, 4 notes to M. M. 112); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M. M. 100).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed, four notes to M. M. 100).

3. Scale of "C," illustrating varied rhythms and legato, staccato, and portamento touches.

4. Chords: Major, Minor and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms on Major and Minor Triads; Dominant and Diminished Seventh Chords.

6. Double Thirds: Major Scales (each hand alone).

7. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

Piano Compositions.—Four complete Sonatas; fifteen Cramer studies; twelve Bach inventions, at least four of them three-part; twelve Czerny studies; eight Chopin preludes; four selections from Schumann; four Mendelssohn's "Songs Without Words"; four modern or semi-classical pieces.

Harmony.—A candidate for the certificate must be thoroughly familiar with the major and minor modes (harmonic and melodic); intervals; the construction of triads and seventh chords, their inversions and thorough bass figures. The candidate must be able to recognize, by sound, fundamental position of triads and dominant sevenths, and to transpose any succession of triads (not containing a modulation).

History of Music.—The candidate for the certificate must have had one year of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Ear Training and Solfeggio.—The candidate for certificate must have had one year in Ear Training and Solfeggio.

Sight Reading.—The candidate for the certificate must be able to play at sight: hymns; either part of a moderately difficult duet (Kuhlau or Diabelli Sonatinas, for instance); accompaniments for moderately difficult songs or violin solos.

Pedagogy.—The candidate for the certificate must have studied Pedagogy in class for one year.

Piano Certificate Examination

1. *Technic* as stated in paragraphs 1-7, above.

2. *Unmemorized Repertoire.*—One complete Sonata; one movement of a Sonata, to have been prepared without any assistance; two polyphonic pieces, one of them a three-part invention; one Cramer study; one Chopin prelude; one selection from Schumann; one Czerny study; one of Mendelssohn's "Songs Without Words."

3. *Memorized Repertoire.*—One movement of a Sonata; one Bach invention; four modern or semi-classical pieces.

4. *Sight Reading.*—Hymns; Clementi and Diabelli Sonatinas; an easy accompaniment for a song.

COURSE OF STUDY FOR CERTIFICATE IN VOICE

Technic.—Major and Minor Scales; Major and Minor Arpeggios; scales, crescendo and diminuendo; crescendo and diminuendo on single tones; illustrations of legato and staccato singing; scales in triplets.

Vocal Compositions.—Studies from Vaccai, Sieber, Behnke, Salvatore Marchesi, Concone, Lamperti; two operas, two oratorios, ten songs from the Italian, German, French, and English schools.

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections. The intonation must be pure and accurate, and the breathing must be diaphragmatic.

Sight Reading.—The candidate must be able to sing at sight any part of a given hymn, any song not containing distant modulations; must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the third grade in Piano.

The requirements for Harmony, History of Music, Ear Training, and Musical Vocabulary are the same as in Piano.

The candidate must have attended the chorus rehearsals for at least one year.

Voice Certificate Examination

1. *Technic* as stated above.

2. *Unmemorized Repertoire.*—Two studies from Vaccai, two from Salvatore Marchesi, two from Concone. Two songs, one selection from an opera and one from an oratorio.

3. *Memorized Repertoire.*—One selection from an opera and one from an oratorio; eight songs.

COURSE OF STUDY FOR CERTIFICATE IN VIOLIN

Technic.—1. Major Scales, two and three, and Minor Scales, two octaves (minimum speed, four notes to M.M. 100).

2. Scales illustrative of legato, spiccato, martele, staccato, and long-held tones, crescendo and decrescendo.

3. Arpeggios: Grand, two and three octaves; various rhythms and bowings.

4. Schradieck violin technic. Sevcik Bowing Studies, Op. 2, Vol. II.

Violin Compositions.—Six solos (embracing the seven positions) one of which must be a principal movement (first or last) of a Concerto by Rode, Kreutzer, Viotti, de Beriot, or another of equal standard; one complete Sonata by Nardini, Tartini, or other classic composer; four other standard classical pieces or movements from Sonatas or Concertos; ten smaller concert pieces; and selections from Studies by Mazas, Kayser, Kreutzer, and Fiorillo.

Sight Reading.—The candidate must be able to play at sight duets by Pleyel, Viotti, or sonatas of the same grade of difficulty.

The candidate must have studied Mazas, Op. 36, Vols. I and II, Dont (preparatory to Kreutzer), and Kreutzer Studies.

The requirements in Harmony, History of Music, and Ear Training are the same as in Piano.

The candidate must have attended orchestra or ensemble practices for at least one session, must be able to play on the piano accompaniments to solos of moderate difficulty, and must have finished the third grade in Piano.

Violin Certificate Examination

1. *Technic* as stated above.

2. *Unmemorized Repertoire.*—One complete Sonata by Nardini, Tartini, or other classic composers; one movement of a Sonata, to have been prepared without any assistance; two other standard pieces or movements from Concertos; one Kreutzer Study; one Fiorillo Etude; three smaller pieces of concert grade.

3. *Memorized Repertoire.*—One movement of a Sonata; one principal movement of a Concerto; four modern or semi-classical pieces.

4. *Sight Reading.*—Easy duets of Pleyel, Viotti, etc.

COURSE OF STUDY FOR CERTIFICATE IN PIPE ORGAN

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ and that the minimum speed for special technic is considerably lowered.

Organ Compositions.—Eight shorter preludes and fugues of Bach; two sonatas of either Mendelssohn, Guilmant, Merkel, Rheinberger or a modern composer; six selections from Eddy's Church and Concert Organist; ten standard compositions, five of which must be by modern English, French and American composers.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the construction of Triads and Seventh Chords and their inversions; and must be able to harmonize figured basses or given melodies, both in writing and at the keyboard; to modulate between related keys; to recognize, by sound, fundamental positions of Triads and Dominant Sevenths and to transpose any succession of Triads and Dominant Sevenths (not containing distant modulations).

Sight Reading.—The candidate for the certificate must be able to play at sight the following: hymns, arranging and registering them suitably for congregational singing; moderately difficult accompaniments for anthems and solos; short trios for two manuals and pedals; a quartette in vocal score, four staves in G and F clefs. The candidate must also be able to transpose a hymn or chant one tone above or below the original key.

The requirements in History of Music, Ear Training and Pedagogy are the same as for Piano.

The student must have an adequate knowledge of the construction of the Pipe Organ, and must have had at least one half year's experience in Church or Chapel service playing.

Pipe Organ Certificate Examination

1. *Technic* as stated above.

2. *Unmemorized Repertoire.*—Two preludes and fugues of Bach; one complete Sonata; one movement of a Sonata, to be prepared without assistance or instruction; three standard compositions.

3. *Memorized Repertoire.*—One standard composition.

4. *Sight Reading.*—As stated above.

COURSE OF STUDY FOR GRADUATION IN PIANO

Technic.—Major and Minor Scales, with both hands in parallel motion through 4 octaves (speed, 4 notes to M.M. 132); Thirds, Sixths, and Tenths, and contrary motion (speed, 4 notes to M.M. 132).

2. Diatonic and Chromatic Scales in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

3. Chords: Major, Minor and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; all with added octaves.

4. Arpeggios on Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; in all positions.

5. Double Thirds and Sixths; Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggios of Major and Minor Triads and Chords of the Seventh.

Piano Compositions.—Two complete sonatas, one to be prepared without assistance; one complete concerto; four preludes and fugues from "The Well-Tempered Clavichord"; at least half a Bach partita or suite; eight selections from Chopin; six selections from Schumann;

twelve selections from Czerny, Op. 740, or Clementi's "Gradus ad Parnassum"; eight selections from Moscheles; three selections from Liszt; six selections from modern or semi-classical composers.

Harmony.—The candidate for graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of Sevenths, Chords of Ninths, and augmented Chords in compositions; to recognize by sound all kinds of Triads and their inversions, the Dominant Seventh and its inversions; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music.—The candidate for graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Ear Training.—The candidate for graduation must have had two years in Ear Training and one year in Musical Form and Analysis.

Sight Reading.—The candidate for graduation must be able to play at sight most of Mozart's Sonatas and the easier ones of Haydn.

Pedagogy.—The candidate must have studied Pedagogy in class for one year.

Piano Diploma Examination

1. *Technic.*—All as stated in paragraphs 1-6 above.

2. *Unmemorized Repertoire.*—One complete Sonata studied with a teacher; one complete Sonata studied without assistance; one Bach fugue or a difficult movement of a suite; one selection from Chopin; one selection from Schumann; one selection from Czerny or Gradus; one selection from Moscheles; one selection from Liszt; one selection from a modern or semi-classical composer.

3. *Memorized Repertoire.*—One principal movement of a Concerto and one complete Sonata; one prelude and fugue or two difficult movements of a Suite or of a Partita; one selection from Chopin; one selection from Schumann; six selections from modern or semi-classical composers.

COURSE OF STUDY FOR GRADUATION IN VOICE

Technic.—Major and Minor Scales; Major and Minor arpeggios at a greater speed than required for certificate; double octaves with a semi-tone crescendo and diminuendo; one phrase of ascending and descending turns; scales in seconds, triplets, and fourths; trills illustrations of staccato and legato singing; chromatic scales.

Vocal compositions, Studies from Mathilde Marchesi, Panofka, Lamperti. "100 Vocalises for All Voices, Selected from Famous Composers," by Eduardo Marzo; two operas, two oratorios besides those studied for certificate, fourteen songs from the Italian, German, French, and English schools.

The candidate must present a clear voice, perfectly even in its

scale, free from tremolo or other serious imperfections, the intonation must be pure and accurate, and the breathing must be diaphragmatic.

Sight Reading.—The candidate must be able to sing at sight any part of a hymn, any song not containing distant modulations, and be able to play hymns and accompaniments to more advanced songs on the piano.

The candidate for graduation in Voice must have finished the fourth grade in Piano.

The requirements in Harmony, History of Music, Ear Training, and Musical Vocabulary are the same as in Piano.

The candidate must have attended the chorus rehearsals for two years.

VOICE DIPLOMA EXAMINATION

1. All *Technic* as stated above.

2. *Unmemorized Repertoire.*—One study from Mathilde Marchesi, one from Lamperti, one from Panofka and one selection from "100 Vocalises," one selection from an opera and one from an oratorio, one aria prepared without assistance, four songs.

3. *Memorized Repertoire.*—One selection from an opera and one from an oratorio; ten songs.

COURSE OF STUDY FOR GRADUATION IN VIOLIN

Technic.—1. Major Scales, two and three octaves, and Minor Scales, two octaves (minimum speed, four notes to M.M. 120); Minor Scales also in three octaves, not necessarily so fast.

2. Scales illustrative of legato, spiccato, martele, and long-held tones, crescendo and decrescendo.

3. Major Scales in varied rhythms and bowings.

4. Scales, one octave, in Thirds, Sixths, and Octaves.

5. Arpeggios: Grand, two and three octaves; various bowings.

6. Arpeggios on Dominant and Diminished Seventh Chords, two octaves.

7. Sevcik bowing and technical studies.

Violin Compositions.—Two complete Sonatas by Handel, Viotti, Nardini, etc., one to be prepared without assistance; one complete Concerto by Wieniawski, Vieuxtemps, etc; one complete Bach Sonata; five large concert numbers; at least ten smaller concert pieces, representing the classical, semi-classical, and romantic schools.

The candidate must have studied Kreutzer, Fiorillo, Rode, De Beriot, together with complementary technic mentioned above.

Sight Reading.—The candidate must be able to play at sight Sonatas by Haydn and Mozart, the less difficult Sonatas by Beethoven, and other violin music of similar grade.

The requirements in Harmony, History of Music, and Ear Training are the same as in Piano.

The candidate must have attended orchestra and ensemble rehearsals for at least one session, and must be able to play on the piano accompaniments to more difficult solos.

The candidate for graduation in Violin must have finished the fourth grade in Piano.

Violin Diploma Examinations

1. All *Technic* as stated above.

2. *Unmemorized Repertoire.*—One complete Sonata, studied with a teacher; one complete Sonata, studied without assistance; one Bach Sonata; five concert selections by classical and modern composers; selection from studies of Kreutzer, Fiorillo, Rode, and De Beriot.

3. *Memorized Repertoire.*—One principal movement of a Bach Sonata; one principal movement of a standard Concerto, by Wieniawski, Vieuxtemps, Bruch, etc.; ten concert pieces, representing classical, semi-classical, and modern schools.

4. *Sight Reading.*—The candidate must be able to play at sight a movement from a Sonata, or duets by Mazas, Viotti, Spohr, etc.

COURSE OF STUDY FOR GRADUATION IN PIPE ORGAN

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ. The minimum speed for pedal technic. (Scales and Arpeggios) is considerably lowered.

Organ Compositions.—Two advanced preludes and fugues and two chorales of Bach; two sonatas of either Mendelssohn, Guilmant, and Rheinberger, or one sonata and a symphony of Widor; ten standard compositions, five of them by modern English, French and American composers.

Harmony.—The candidate for graduation must be thoroughly familiar with all kinds of chords; be able to harmonize any figured bass or any given melody; to modulate between any given keys in various ways; to improvise preludes and interludes freely or upon a given theme; to transpose any hymn or any ordinary composition not containing distant modulations; to recognize by sound all kinds of Triads and their inversions and the Dominant Seventh and its inversions.

Sight Reading.—The candidate must be able to play at sight trios of intermediate grade for two manuals and pedals; short selections of vocal score in four staves in C, G and F clefs; to transpose a short passage in reduced score to any key within a Major Third above or below the original; to make an effective adaptation of piano accompaniment.

The requirements in History of Music, Ear Training and Pedagogy are the same as in Piano.

Pipe Organ Diploma Examination

1. *Technic* as stated above.

2. *Unmemorized Repertoire.*—Two preludes and fugues of Bach; one complete sonata; one movement of a sonata or equivalent, to be prepared without assistance or instruction; two standard compositions.

3. *Memorized Repertoire.*—Two standard compositions.

4. *Sight Reading* as stated above.

DESCRIPTION OF THEORETICAL AND HISTORICAL COURSES

THEORY (MUSICAL ESSENTIALS)

Course I.—In order to provide fitting instruction in the first essentials of music for beginners, or pupils who have pursued musical instruction but for a short time, a special theory class is organized in which the necessary rudimentary knowledge may be acquired. The pupil is taught the rudiments of music by keyboard and blackboard work, which supplements the music lesson and greatly aids and stimulates progress. A thorough knowledge of the material covered will be found of invaluable aid in many practical ways—stimulating the pupil's progress and furnishing a musical foundation, without which advancement in the acquiring of a musical education is impossible. Training is given in Notation, Signs, Scale Formation, Keys, Meter, Rhythm, Intervals, Terms, etc., the aim being to familiarize the pupil with the essentials of musical knowledge. Text: Tapper's First Year Teory.

Two half hour periods per week.

Course II.—This course is a continuation of the first course in elementary theory. It is open, however, to more mature music students who have had no previous theory work. The work consists of material from text, music writing, dictation, ear training. The subjects include Notation, Symbols, Meter, Scales, Keys, Intervals, Chords, Terms, Elements of Form, Embellishments, Abbreviations, the orchestral instruments, etc. Text: Marvott's Essentials of Music.

Two half hour periods per week.

EAR TRAINING AND SOLFEGGIO

Discriminative hearing is indispensable to a musical education, and must precede or accompany all lines of music study. The aim of this course is to teach the pupil to think in tones and to so train the ear and the musical feeling that one may learn to sing, name, write, and play what is heard; and to recognize and appreciate not only the melodic effects of music, but the harmonic and rhythmic also. No other branch of music study will be found so helpful in the acquiring of proficiency in reading and hearing music as that of ear training. Sight singing accompanies the work throughout the year. Beginning with simple intervals and phrases, the solfeggio work progresses by easy stages until difficult passages can be read with fluency.

Course I.—Rudiments. Notation. Recognition by ear of the diatonic intervals of the Major and Minor scale. Solfeggio exercises in simple notation and rhythms; dictation exercises; simple meters and rhythmic units; melodies in Major and Minor chromatic intervals; Major and Minor Triads; simple modulation; exercises and songs in one and two parts.

Two half hour periods per week.

Course II.—Review of intervals. Recognition by ear of Major and Minor Triads and their inversions; dominant and diminished Seventh Chords; dictation exercises; melodies involving chromatics

and modulations; compound meters, complex rhythmic patterns and syncopations. All sevenths and altered chords; sight singing exercises in two, three, and four parts; songs and vocal selections from the standard choral literature.

Two half hour periods per week.

HARMONY

Course I.—Beginning Harmony. This is a first year course in Elementary Harmony in preparation for more advanced study. Beginning with scales, keys, intervals, the triads and their inversions, dominant seventh chords. Exercises in ear training, writing from easy melodies and basses; simple transposition and modulation; keyboard training in which the pupil learns to make practical application of the material studies. Text: Tapper's First Year Harmony. Open to students who have completed Theory.

Two hours a week.

Course A.—Intermediate Harmony. This is a first year course for more advanced students than Couse I, and is required of all certificate applicants. Intervals, triads and their inversions; chords of the Dominant and Diminished Seventh, their inversions and resolutions; Cadences, modulations, chord connections in four part harmony in close and dispersed positions. Stress is placed upon the harmonization of melodies. Figured and unfigured basses are also presented. Practical application at keyboard; simple compositions analyzed; original work. Text: Chadwick's Harmony, and references to standard treatises.

Open to students who have completed theory and by special permission to any college student well advanced in music.

Three hours a week.

Course B.—Advanced Harmony required of all Diploma Applicants. Secondary and Diminished Seventh Chords; Chords of the Ninth; Chromatically Altered Chords; Augmented Chords; Cadences; Extraneous Modulation; Suspensions; Passing and Changing Notes, Organ Point; Form, Analysis. The work consists of written exercises involving the harmonization of melodies, chorals, figured and unfigured basses; the contrapuntal treatment of a given subject; original work and the analysis of material from the great composers. Text: Foot and Spalding's Modern Harmony. Treatises referred to include those of Chadwick, Norris, Prout, Goetschius, Jadassohn, Reber, Dubois, and others.

Prerequisite, Course A. Two hours a week.

Course C.—Harmonic Analysis. A study of the forms and harmonic material used by the composers of the past and the present. The devices employed, principles governing them and the general structural forms are carefully considered, enabling the student to explain the construction of musical composition. Text: Cutter's Harmonic Analysis.

Courses A and B prerequisites. Two hours a week.

Course D.—Counterpoint. The first half of the year is given to strict counterpoint of the different species in two, three and four parts. The second half-year is devoted to free counterpoint with special emphasis upon florid counterpoint in several parts.

Prerequisite, Courses A and B. Two hours a week.

Course E.—Advanced Counterpoint. Double, triple and quadruple counterpoint, and modern treatments of contrapuntal methods. This is designed to develop a technique in smooth part writing and to prepare more fully for the study of composition.

Prerequisites, Courses A, B and D. Two hours a week.

Course F.—Elementary Composition. This consists of original work in the simpler periodic forms of composition, instrumental and vocal, and is in preparation for more advanced study. Compositions of pupils which are of sufficient merit will be performed in public.

Prerequisites, Courses A, B, D, and E. Two hours a week.

Course G.—Canon and Fugue, and the simple and complex forms of instrumental and vocal composition. The work of the pupil is expected to have sufficient merit for public performance. Open only to those who have completed Harmony and Counterpoint and Course F.

Two hours a week.

HISTORY AND APPRECIATION OF MUSIC

Course I.—This is a general survey of the evolution of music from earliest times to the end of the nineteenth century, with emphasis upon the composers of the classic period, offering invaluable aid to musical understanding and appreciation. The work consists largely of lectures, supplemented by material from text, collateral reading, notebook work. The following subdivisions are considered: Pre-Christian Music; the Christian Era to the Contrapuntal Schools; from Lasso and Palestrina to Handel and Bach; the Contrapuntal, Classical, Romantic Schools of Composition. Numerous illustrations are given in the classroom by means of sound-reproducing mechanisms. Lectures upon the following subjects are also included: "How to Listen to Music," "The Sonata Form," "The Symphony Orchestra," "The String Quartet." Text: Hamilton's Outlines of Music History.

Open to students above the Sophomore year. Two hours a week.

Course II.—This is a continuation of the first-year course. During the first half of the year a more extended and critical survey of the music by the great masters of the nineteenth century is made, and the tendencies of present-day musical art are considered at length. During the second half of the year special emphasis is placed upon a more elaborate study of the Opera and the modern schools of composition. In addition to a critical and biographical study, the works of the composers are considered, as regards their methods of construc-

tion. Programs of visiting artists are studied, and the subject of musical aesthetics is considered. Illustrations are afforded by means of the Victrola and the Duo-Art Pianola.

Open to students who have completed the first course, and by permission to any advanced music student. Two hours a week.

Course A.—This is a course in Musical Appreciation dealing with the music of the great masters from the time of Bach to the present, based upon a study of form and content. It is designed to enable the general student to understand and enjoy the highest types of musical literature through a knowledge of the aesthetic and psychologic principles involved in their development. Especial emphasis is placed upon the composers and periods that affect present-day musical life. The work is given by means of lectures, material from text, collateral reading, reports and digests of assigned topics. The programs of visiting artists are studied. Abundant illustrations are given by means of the Steinway Duo-Art Pianola and the Victrola. Text: Mason's Appreciation of Music.

Open to college students. No Music prerequisites. Three hours a week.

V. HOME ECONOMICS

The courses in Domestic Science and Domestic Art are designed to give young women such information concerning the management of the home as will enable them to regulate, comprehensively, economically, and artistically, the functions of the home, including cooking, serving, caring for the sick, marketing, menu making, food combinations and values, and to do so with absolute certainty of accurate, successful results.

HOME ECONOMICS CERTIFICATE

The Home Economics Certificate is granted upon the completion of the first two years of the course outlined below. It is intended as a practical course for students who wish to become efficient housekeepers and home makers.

HOME ECONOMICS DIPLOMA

The Home Economics Diploma is granted upon the completion of the full three-year course offered below. It is intended for students who wish to make a more thorough study of Domestic Science, Domestic Art, and kindred subjects.

DOMESTIC SCIENCE CERTIFICATE

The Domestic Science Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Science B and Chemistry B added, and all Domestic Art omitted.

DOMESTIC ART CERTIFICATE

The Domestic Art Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Art B and one Senior Middle elective added, and all Domestic Science omitted.

First Year

Domestic Science I; Domestic Art I; and sufficient electives to aggregate fifteen High School points.

Second Year

Domestic Science A; Domestic Art A; Chemistry A; Physiology and Hygiene; and three hours chosen from subjects offered in the Senior Middle year of the General Course.

Third Year

Domestic Science B; Domestic Art B; Chemistry B; and the equivalent of five hours chosen from subjects offered in the Senior year of the General Course.

Description of Courses in Domestic Science

Domestic Science I.—(a) *Cookery.* A study of the principles of cookery, composition, and combination of food materials. Practical and experimental work.

(b) *Home Administration and Sanitation.* The planning, care, furnishing, heating, lighting, ventilating of the home. Drainage, water supply, and disposal of waste from a sanitary standpoint.

Laboratory, two double periods a week; lecture, two hours; credit one point.

Domestic Science A.—Practical and Experimental Work in Cookery of Foods. Planning and Serving of properly balanced meals. Study of the costs of foods and marketing, food production and manufacture, home duties, division of income, making budgets, keeping of accounts.

Open to college students who have completed Domestic Science I. Laboratory, four hours a week; lecture, two hours; credit three hours.

Domestic Science B.—1. *Dietetics.* Study of the proper nourishment of the individual or groups of individuals in health and disease, including a study of the human organism and its needs at each stage of development. Making of dietary standards as influenced by occupation, age, weight, size, income, and various diseased conditions. Preparing meals to meet these conditions.

2. *Home Nursing.*—The correct method of home care of the sick, care of patient and room, baths and bathing, sick-room methods, contagion and disinfection, first symptoms of disease, relief in emergencies, first aid to the injured, and bandaging. Food in relation to disease, kinds of diet, invalid cookery, and preparation of trays. Reference work. Open to college students who have completed Course A.

Laboratory, four hours a week; lecture, three hours; credit four hours.

Description of Courses in Domestic Art

Domestic Art I.—Instruction and practice in hand and machine sewing; the use of sewing machine and its attachments; use of commercial patterns. Laboratory four hours a week, lecture one hour; credit three-fourths point.

Domestic Art A.—(1) A continuation of Domestic Art I, with special instruction and practice in cutting and fitting. Laboratory, four hours a week.

(2) Lectures and discussions in history and development of textile industries; the names, widths and prices of textile fabrics. Lecture, one hour a week. Credit for Course A, two hours.

Domestic Art B.—(1) Practical work is a continuation of Domestic Art A-(1).

(2) Instruction and practice in pattern drafting, modeling and designing patterns in paper.

(3) Practice in making and covering frames; the preparation of bindings and bows; making and trimming hats.

Laboratory, four hours a week; lecture, one hour; credit, two hours.

VI. PHYSICAL EDUCATION

The building of the body, its training for both utility and grace, and its protection from disease and weakness, make the department of Physical Education one of the greatest importance. The gymnasium, the swimming pool, and tennis courts, the basketball, hockey and athletic fields provide ample equipment for conducting this important work. The swimming pool, twenty-three by fifty feet, is constructed of white tile, and equipped in most modern fashion for convenience and sanitation. Physical training is given free of charge to boarding students, and is required of them for at least two periods a week in every year. A physical examination is given each boarding student at the beginning of the session, and a record is kept of the condition of the individual. From this record each student is advised as to when to take exercise, and the kind and amount best suited to her needs. All work is done under expert supervision.

The work of this school includes the various phases of Physical Education. Practical gymnastics, gymnastic games, folk dances and games, and fencing form an important part of the indoor work. The value of aesthetic dancing as a means of acquiring grace and bodily poise has been recognized of late years. Another and very important

branch embraces practical work in outdoor games, basketball, hockey, and field sports. Because of the greater hygienic value of outdoor exercise, fully two-thirds of the work is done in the open. Frequent opportunities are afforded for horseback riding. Throughout the department the exercises are suited to the precise needs of the individual pupil, and the constant aim is to bring each girl nearer the physical ideal.

The work consists of gymnastics, folk dancing, swimming, athletics and athletic games, for which there is no charge; and of aesthetic dancing, fencing and riding, for which a charge is made. Every boarding pupil must spend two periods a week in physical training; one in gymnastics, the other elective. Each morning that the weather permits twenty minutes outdoor exercise is required. At least six class lessons in swimming are required of all students who have not learned to swim.

No course will be considered completed by any student nor may she be graduated from any department until the required work in Physical Education shall have been completed for each year of her attendance. In case of physical disability, the work will be adapted to the needs and capabilities of the student. The required Physical Education for College students counts as one college hour per year, and may be combined with a two-hour course to count a college point.

PLAYGROUND SUPERVISION

An awakened conscience relative to child welfare and a realization of the social and economic value of wholesome recreation for both young people and adults has made the playground movement one of national importance. The demand for trained workers, both voluntary and paid, in this field greatly exceeds the supply, and makes the course one of great practical value. The course embraces the History and Scope of the Playground Movement, Playground Organization, Administration and Conduct, and the Nature and Function of Play. The practical work includes Plain Sewing, Raffia Weaving, and Story-Telling; normal instruction in Folk Dances and Games; Gymnastic and Athletic Games; Athletics and Swimming.

Open to Senior Middle and Senior students. Two periods a week.

TWO YEAR NORMAL COURSE

In addition to the work outlined above, a two-years' course is offered to those who wish to specialize in Physical Education, upon the completion of which a Physical Education diploma is awarded. It is open to college students only, fifteen High School points being prerequisite. The course each year amounts to thirteen hours of recitation or lecture, and a minimum of six hours per week in practical work. For the latter, two hours of credit are allowed, making a total of fifteen hours per year.

FIRST YEAR

THEORY	PRACTICE
(Hours are shown in parenthesis)	(Six hours per week; credit two hours each year.)
Biology (4)	Gymnastics
History of Physical Education (2)	Marching, Folk and Aesthetic Dancing
Personal Hygiene and Emergencies (2)	Elementary Fencing
Playground Supervision (3)	Gymnastic and Athletic Games
Senior Middle Electives (2)	Field and Track Athletics
	Swimming
	Horseback Riding

SECOND YEAR

Physiology of Exercise. General Hygiene (3)	Gymnastics
Anthropometry. Physical Diagnosis (1½)	Marching
Applied Anatomy. Practice Teaching (1½)	National, Character and Interpretative Dancing
Psychology (3)	Advanced Fencing
Senior Electives four hours	Gymnastic and Athletic Games
	Track and Field Athletics
	Advanced Swimming

VII. BUSINESS AND SECRETARIAL COURSE

Requests have come for an opportunity to secure in Ward-Belmont environment training to fill clerical positions requiring a knowledge of stenography, typewriting, bookkeeping, and business methods, and secretarial positions based on skill in stenography, typewriting, and good English. To meet this need a two year course has been planned, open to High School graduates or in exceptional cases to fourth year High School students. The completion of this course will entitle the students to a certificate.

First Year.—Business English, Typewriting, Stenography, Bookkeeping, Business Arithmetic (half year), and one elective which is advised to be French or Spanish.

Second Year.—English A, and B or M, Commercial Correspondence, Economics and Sociology, Stenography, Dictaphone, Multigraph, and one elective.

ACADEMIC BUILDING, WARD-BELMONT

FIDELITY HALL

MAIN BUILDING, WARD-BELMONT

SOUTH FRONT

POINTS OF INTEREST TO PATRONS

Handsome, well-equipped buildings and beautifully planned grounds.

The students enjoy the use of a beautiful and commodious country club house at Woody Crest, the Ward-Belmont farm.

The residence halls and the academic building entirely separate.

Intelligent watchman constantly on duty.

Steam heat, modern plumbing, city sewerage.

Sterilized, filtered water runs ice-cooled to hygienic drinking fountains on every floor.

Well-equipped Domestic Science laboratory.

Light, airy dining halls, and scientifically equipped kitchen and bakery.

A diet table is maintained for those adjudged by physicians or the trained nurse as requiring such special care.

Milk, butter, poultry and vegetables largely supplied from Woody Crest.

The sending of candy and boxes of food to students is strongly discouraged.

Gymnasium, with shower baths and swimming pool, free to all students.

Roof garden among the recent improvements.

Visitors received in the central parlors, not in residence halls.

Men callers received by written permission from parents addressed to the school.

Sunday visiting discouraged.

Student social rooms maintained in every dormitory.

Students are not to leave the campus without permission of the management.

Students not well enough to study or recite must go to the infirmary.

City correspondence allowed only on written request from parents.

Taste, economy, and propriety in dress are the subjects of constant care.

Borrowing and lending firmly discountenanced.

Parents may not give permissions that conflict with the rules of the school.

The pupil's needs in personal spending money are fully met in a monthly allowance of ten to fifteen dollars.

Every resident student is expected to provide herself promptly with song book, Bible, and other books for regular school use.

Neatness and order are expected of all students in the care of their rooms.

Chafing dishes and electrical appliances will not be allowed in the students' rooms. Rooms are provided for this purpose.

One teacher for every ten resident students.

Classes small enough to guarantee adequate individual attention.

A tutor is provided at moderate cost for students who need coaching to enable them to keep up with their classes.

Music teachers all conservatory trained under the best masters in America and Europe.

Eighty pianos including eight Steinway Grands and a Steinway Duo Art recently purchased.

Lengthy visits of parents or other members of students' families is discouraged.

The Star Entertainment course offers unusual advantages in lectures, musical recitals, concerts.

Loyal alumnae, enthusiastic student body, excellent school spirit.

School work missed just before or after the Christmas holidays must be made up at the student's expense.

Ponies are kept at Woody Crest for the free use of the students when visiting the Ward-Belmont country club house.

Testimonials of character and health must accompany or follow each new pupil's application for admission.

Discipline in Ward-Belmont is simplified by a modified form of Student Government, properly safeguarded by Faculty supervision and coöperation.

Parents or guardians who register students accept all the conditions in this catalogue.

Except when they are in the Nashville homes of near relatives, pupils from a distance are required to board in the school.

A student who is found to be out of sympathy with the spirit and ideals of the school may be asked to withdraw even though she may not have broken any formal rules.

Rooms in the boarding department are assigned in the order of application, and early registration is advised. Every room in the residence halls was taken last year six weeks in advance of the opening.

With the exception of a few single rooms, which may be had at extra cost, each bedroom is for two girls, and is furnished with single beds, separate closets, and other usual comforts.

Windows and doors of residence halls fitted with metal weather strips and copper screens, thus protecting against winter cold and summer insect annoyance.

Every provision against fire—regular fire drills, fire escapes, fire extinguishers, fire hose—though there is no fire in the buildings except in kitchens and bakery.

Boarding pupils are not allowed to visit in the city, except with the approval of parents and the school management. Permission is

not granted to spend the night in the city, except with parents or in the home of near relatives or that of an official of the school. Such permission will not be granted more frequently than one week-end in a month.

Ward-Belmont does not lend money to students. Drafts made by students are honored by us only in cases of emergency or upon the written request from parents or guardians.

Student body of 1918-1919 represents the best homes in thirty-four States and Panama, thus affording the broadening educational advantages of a nation-wide acquaintanceship.

Practically every State north of the Ohio from New York to Oregon is represented in Ward-Belmont. Climatic conditions and educational opportunities are such that nearly one-third of our student body now comes from the North.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure from the city. Parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

A modern infirmary in the main building is maintained under professional supervision, and pupils who are too ill to meet school appointments are cared for here instead of in their bedrooms. A remotely isolated hospital is also maintained on the grounds for use in case of need.

School work missed because of absence must be made up to the teacher's satisfaction; otherwise credit cannot be given for the course. Ordinarily a tutor can be provided at $1.00 per hour. Tests or examinations not taken at the appointed time must be taken later, and a charge of $2.00 each will be made.

All permissions of parents or guardians should be written and addressed to the management and are subject to the approval of the management. Even during the visits of parents pupils are still subject to the rules of the school, and must meet all regular classroom or studio appointments.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are not responsible for money or valuables not deposited in our vaults.

Each residence hall is in the charge of a hostess who is always accessible for counsel, and who devotes her entire time to the training of the girls of her household in such questions as appropriateness and simplicity in dress, neatness and order in the bedrooms. In a word, these hostesses undertake to perform the office of the refined mother in a Christian home.

Parents and guardians are requested to coöperate with the school in securing full and regular attendance, especially at the beginning and end of the school year, and just before and just after the Christ-

mas holidays. Much educational value attaches to the commencement season, and no student should miss any part of it. The school year ends at noon, Thursday, June 3, and all students have obligations to this hour. Students who leave earlier, or who do not keep appointments throughout the closing days, will thus fail to earn full credit for the work of the last quarter.

The following thirty-four States, the District of Columbia, and Panama were represented during the past year in Ward-Belmont: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin.

Concerning Charges and Terms

In what follows we have named the lowest terms consistent with the accommodation, equipment, and high quality of teaching furnished. We are prepared to prove to the satisfaction of the discriminating that, compared with schools offering similar advantages, Ward-Belmont is not an expensive school. The charges are for the whole school year, and reductions cannot be made if the student for any reason, except the long illness of the girl herself, is withdrawn during the year. As Ward-Belmont's rooms are much in demand before the opening, and as applicants who would take the rooms for the whole year are often crowded out by previous applicants, it is neither ethically nor legally right for an earlier successful applicant to withdraw and expect the return of fees paid or due. Hence, in accordance with the uniform custom of other reputable schools, pupils are received for the entire session or part of session unexpired at time of entrance. No reduction will be made for absence immediately preceding or following the Christmas vacation or during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, unless the student is absent on account of her own illness and for at least five weeks, when we shall divide equally with the patron the loss for the enforced absence.

Ward-Belmont has no confidential terms, and no one is authorized to negotiate with prospective patrons except upon the figures and terms named in this Catalogue.

EXPENSES AT WARD-BELMONT, NASHVILLE, TENN.

The school year consists of one term, beginning September 24, 1919, and ending June 3, 1920, with a *Christmas vacation of approximately two weeks, and the charges here named are for the whole school year. The year's expenses are payable in two installments, in September and January respectively, as stated below.

*The school buildings are closed during the Christmas vacation, but provision is made for the board and care of pupils during this period at $15 a week.

An advance registration fee of $25 should be forwarded with the application, which amount will be credited as a prepayment on the school account, but is not subject to return.

Board, room, with bath on hall, tuition in two or more subjects in the Literary Department (including Latin, French, German, Spanish), Physical Training, Athletics, Swimming, weekly class training in Public Speaking, weekly class training in Bookkeeping, weekly class demonstrations in Interior Decoration, use of Library, two girls in a room, each occupant $600 00

Payable $400 on entrance, balance on January 1.

Board, etc., as above, in rooms in suites of two with connecting bath, or in rooms with private bath, two girls in a room, each occupant $750 00

Payable $500 on entrance, balance on January 1.

*Single rooms in suites of two with connecting bath are available for one occupant each at $850 for board and literary tuition, of which $550 is payable on entrance.

A few single rooms with bath on hall are available at $650 and $700.

A few double rooms are available at $550 for each girl for board and literary tuition, of which $375 is payable on entrance.

Students who take work in two or more extras (the equivalent of at least two points or six hours credit—see page 38), and cannot find time in addition for more than the one required Literary subject will be credited with $50 on either of the above-mentioned sums for "board, etc."

Clergymen in active ministerial work are allowed a discount of one hundred dollars on the regular course and twenty per cent on extras.

Each of the above-named fees for board and tuition includes Physical Training, so necessary to health, and the modern languages—French, German, and Spanish—all of which, in practically all schools, are charged for as "extras." Swimming is also included without extra cost, as are weekly class lessons in Poise and Speaking Voice, Interior Decoration, and in Bookkeeping—valuable additions to the Ward-Belmont general curriculum. Our purpose is to reduce the number of "extras" by including in the curriculum without extra charge subjects usually required for graduation and many beneficial to all students. It is thus evident to one considering these features and the vast additions made to

*These single rooms, when occupied each by two girls, may be had at $650 for each occupant, of which $450 is due on entrance.

equipment and Faculty during the last few years that the charge for boarding students is remarkably reasonable. It is the policy of Ward-Belmont to include in the regular charge abundant provision for health in physical culture, every literary requirement for graduation, and the essentials for a broad culture. The charges listed below under "Extras" are made for those who wish to specialize in the subjects named or to supplement their work along those lines.

THE OTHER FEES REQUIRED

Due on Entrance

*Star Entertainment Course	$ 6 00
Infirmary fee, simple medicines and nurse's attention (except when a special attendant is necessary)	4 00
Use of house linen (see page 19)	10 00

EXTRAS (IF TAKEN)—CHARGES PER SCHOLASTIC YEAR

Payable three-fifths on entrance, balance on January 1.

Piano, individual lessons, two per week	$115 00
Piano, individual lessons, two per week, with Mr. Goodman	200 00
Voice, individual lessons, two per week	125 00
Voice, individual lessons, two per week, with Signor De Luca	225 00
Use of practice piano, one and one-half hours per day, per year (each additional hour, $10)	20 00
Violin, individual lessons, two per week, with Mr. Rose	140 00
Pipe Organ, two lessons per week with Mr. Henkel	150 00
Practice on practice Organ, one period per day, per session	30 00
Practice on large Organ, one period per day, per session	50 00
Orchestra class, free to violin pupils	20 00
Rudimentary Theory	10 00
Theory, Ear Training, or History of Music	15 00
Harmony and Pedagogy in class, each	25 00
Harmony, individual lessons, two per week	80 00
Sight Reading, in class	20 00
Domestic Science, first and second year, regular course	75 00
Materials used in Domestic Science, each course, per year	15 00
Domestic Art, one course	75 00
Art, two periods per day (extra periods, per year, each $15)	100 00

*In addition to the several really great concerts and lectures which may be heard in Nashville during the year, Ward-Belmont will present to its students during the session ten or more entertainments at a cost of $3,000 to $5,000, embracing some of the best in Music, Art Expression, and Literature. This small fee will enable the students to hear these entertainments at a rate much lower than if they paid for individual tickets.

Italian and Greek, each	$ 50 00
Expression, first and second year, regular course	100 00
Expression, third year course	125 00
Playground supervision	30 00
Riding Club, twelve rides	25 00
Physical Education Normal Course	100 00
Typewriting	30 00
Shorthand and Typewriting	85 00
Use of typewriter, two hours a day	15 00
Bookkeeping, in classes of six or more	50 00
Laboratory fee, for students of Chemistry, $10; laboratory fee, for students of Biology or Physics (Extra charge for unnecessary breakages or wastefulness).	5 00
Laundry within liberal, but specified limits	30 00

Graduation fee	15 00
Certificate fee	5 00

Pupils enter for the entire session or part of session unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, except in cases of the protracted illness of the student herself, when the loss will be shared equally with the patron if the illness has kept the student for five weeks or more out of the school building.

School bills are due on entrance and on January 1, and are subject to sight draft after these dates.

Fuller information will be furnished on request, through correspondence, additional printed literature, or photographic views.

THE WARD-BELMONT SCHOOL,
Belmont Heights, Nashville, Tenn.

August, 1919.

WARD-BELMONT MATRICULATES 1918-1919

COLLEGE STUDENTS

SENIOR CLASS

Baker, Roxy Lee.....Indiana
Bell, Lillian Alice.....West Virginia
Bertram, Ola Farley.....Missouri
Blackburn, Harriet Points.....Indiana
Bliss, Mary Louise.....Indiana
Bock, Fiorence.....Mississippi
*Brown, Marion.....Nebraska
Buchanan, Mary Olga.....Arkansas
Chenault, Sue.....Kentucky
Clower, Willie L.....Texas
Cloyd, Mildred Jeannette.....Illinois
Compton, Catherine Weller..Mississippi
Compton, Mary Elizabeth.....Texas
Crawford, Annie Beth.....Alabama
Davenport, Frances Epps.....Louisiana
Douglass, Helen Miriam.....Minnesota
Driggers, Jetty Ann.....Oklahoma
Fisher, Minnie June.....Illinois
George, Louella Mariee.....Oklahoma
Gibbs, Cecile.....Texas
Gray, Cordelia.....Missouri
Grider, Gladys.....Arizona
Griffin, Jamie.....Tennessee
Hanlon, Mary Edith.....Illinois
Heidelberg, Bessie L.....Mississippi
Hibbett, Mary Neal.....Tennessee
Hibner, Mary Ellis.....Pennsylvania
Hodge, Lois Eugenia.....Louisiana
Holland, Mabel Donna.....Texas
Hughs, Harriet Addie.....Texas
Hurst, Lucy Genevieve.....Texas
Hutchinson, Helen Marian....Louisiana
Jones, Jimmie T.....Arkansas
Kell, Sibyl Francis.....Texas
Kerns, Irene N.....Kansas
Kerns, Pauline.....Kansas
Killebrew, Helen Elizabeth...Tennessee
LaFollette, Mary Catherine..Tennessee
Lampton, Adine Terrell.....Mississippi
Lauter, Elfreda.....Indiana
Lovin, Frances Halsey.....Arizona
Lucas, Frances Helen.....Texas
Lucas, Louise Henrietta.....Texas
Marks, Louise N.....Texas
McComb, George Holloway...Kentucky
Meeds, Charlotte Marie.....Mississippi
Montgomery, Frank A.....Mississippi
Moore, Dorothy Evelyn.....Texas
Morrison, Margaret.....Georgia
Overman, Elizabeth.....Nebraska
Page, Ruby.....Georgia
Parker, Jewel.....Texas
Rapp, Helen Louise.....Indiana
Ray, May Rosa.....Texas
Rosenbaum, Clairee H.....Mississippi
Scott, Lucille Marjorie...West Virginia
Shaw, Hazel.....Michigan
Shaw, Leta.....Michigan
Sidebottom, Marie.....Tennessee
Sledge, Catherine Valliant...Mississippi
Springer, Charlotte Latham.....Illinois
Strahan, Frances A.....Iowa
Suetholz, Hilda.....Kentucky
Swilley, Mildred Lucile.....Texas
Titus, Mary Ellen.....West Virginia
Tone, Margaret.....Texas
Vicars, Lila.....Virginia
Webb, Lulie Vaughan.....Tennessee
Williams, Sophia.....Louisiana
Wimberly, Lucy Lee.....Alabama
Woods, Elizabeth Lisle.....Kentucky

SENIOR MIDDLE CLASS

Adams, Margaret.....Kentucky
Adams, Pauline.....Arkansas
Allen, Elizabeth Eve.....Georgia
Ammerman, Helen.....Ohio
Andrews, Louise.....Alabama
Armstrong, Geraldine Shafer...Indiana
Arrowsmith, Imo Eugenia.....Illinois
Asbury, May.....Louisiana
Ashe, Mary Marshall.....New York
Bailey, Margaret Livingston....Illinois
Baker, Mary Elizabeth.....Texas
Baker, Mary Ruth.....Missouri
Barnes, Christine.....Kansas
Barrett, Catherine Claire.....Ohio
Bascom, Jess.....Kentucky
Bell, Clara Mohun.....Texas
Birks, Helen E.....Illinois
Blossom, Thelma.....Indiana
Born, Ellanna.....Texas
Brewer, Ellen Ruth.....Illinois
Brewer, Mary Judith.....Virginia
Britt, Elizabeth.....Alabama
Buck, Katharine.....Missouri
Buffington, Maxine.....Oklahoma
Burleson, Armour Leigh.....Texas
Burgess, Elizabeth.....Louisiana
Burns, Florence.....Wisconsin
Butts, Pauline.....Oklahoma
Caldwell, Marion Earle.....Arkansas
Capron, Elizabeth.....Illinois
Chapman, Helen.....Missouri
Clar, Myrtle Totten.....Kentucky
Cleveland, Marguerite.....Tennessee
Coggins, Elizabeth.....Tennessee
Cohn, Mary H.....Indiana
Colby, Mildred.....Oklahoma
Cole, Bernice.....Illinois
Cole, Katheryn.....Missouri
Connor, Elizabeth.....Tennessee
Coolidge, Mary Elizabeth.....Arkansas
Cooper, Jean.....Illinois
Cooper, Marjorie.....Illinois
Craig, Gladys Isabelle.....Illinois
Crawford, Corrie May.....Alabama
Crawford, Mary Ann.....Illinois
Dalton, Mary Ione.....Missouri
Darnall, Helen Frances.....Tennessee
Dawson, Margaret.....Kentucky
DeSwarte, Dorothy.....Wisconsin
Douthit, Helen Frances.....Texas
Draiss, Sybil O.....Louisiana
Duff, Pauline.....Illinois
DuKate, Beula L.....Mississippi
Duke, Marie Louise.....Tennessee
Duncan, Mary Frances.....Kentucky
Eaton, Helen J.....Illinois
Ellis, Martha Elizabeth.....Louisiana
Elverson, Elizabeth S.....Pennsylvania

*Deceased.

Embry, Elizabeth.....Tennessee
Eversole, Dorothy.....Kentucky
Fisher, Edna.....Tennessee
Fleming, Esther.....Tennessee
Ford, Eleanor Atkinson.....Mississippi
Ford, Ida Neal.....Tennessee
Forgy, Velma.....Kentucky
Fullilove, Evelyn.....Louisiana
Gale, Julia Lorette.....Illinois
Garner, Margaret Elizabeth...Missouri
Garnett, Corine.....Mississippi
Gary, Helen Elizabeth.....Illinois
Gilman, Grace W.....Indiana
Gossett, Sara Lela.....Texas
Graves, Esther.....Illinois
Gray, Alvah.....Virginia
Grulke, Maude.....Iowa
Hager, Louise.....Tennessee
Hall, Grace.....Alabama
Hall, Mauree.....Oklahoma
Harris, Dott.....Arkansas
Harris, Eloise.....Texas
Harris, Margaret Elizabeth...Nebraska
Harris, Mary Frances.....Texas
Head, Lillian Eloise.....Nebraska
Hart, Laura Shirley.....Kentucky
Hearne, Marian Weston.....Texas
Hendricks, Dixie.....Tennessee
Hendrix, Elizabeth Jane.....Mississippi
Henry, Verna Irene.....Ohio
Hervey, Beryl.....Texas
Hillje, Dorothy.....Texas
Hollinshead, Margaret.....Tennessee
Holmes, Bethunia.....Arkansas
Hunter, Pauline.....Tennessee
Jeffries, Della.....Arkansas
Jenkins, Veda Evangeline.....Missouri
Jobson, Ellen Clair.....Illinois
Johnson, Annie Claire.....Texas
Johnson, Emma Miller.....Arkansas
Johnson, Ruth.....Louisiana
Jones, India Coleman.....Tennessee
Judy, Elisabeth.....Kentucky
Keene, Anna Rose.....Texas
Keith, Alice Cole.....Iowa
Keith, Louise.....Oklahoma
Kelley, Florence Shaw....Pennsylvania
King, Susie Louise.....Arkansas
Knight, Louise.....
Lee, Mamie Josephine.....Oklahoma
Leonard, Frances.....Colorado
Lewis, Murle.....Louisiana
Long, Mildred.....Missouri
Loonan, Maurine.....South Dakota
Mai, Florence.....Illnois
Mann, Pearl.....Arkansas
Marseilles, Alice Adella.....Missouri
Marx, Ruth B.....Illinois
Matson, Carrie B.....South Dakota
Maupin, Lois.....Washington, D. C.
Maxwell, Christine.....Tennessee
McCelvey, Ruth.....Texas
McCormack, Gladys.....Kentucky
McDade, Julia Alice.....Louisiana
McDade, Sadie.....Louisiana
McDaniel, Frances Marion.....Georgia
McDermond, Anna Marie.....Indiana
McKemie, Katharine.....Texas
McKinney, Nancy Katharine..Kentucky
McKnight, Mary.....Texas
McLean, Gladys.....Colorado
McMullen, Kathryn.....Texas
McQuillkin, Marjorie.....Iowa
Meares, Mamie Gray.....Louisiana
Moberly, Georgie.....Kentucky
Moore, Catherine.....Missouri
Moore, Lucile.....Kentucky
Moore, Margaret.....Arkansas
Moore, Mary Marvin.....Kentucky
Moore, Sallie Beth.....Louisiana
Moore, Vera.....Indiana
Moore, Willie Lois.....Texas
Morrow, Marian.....Missouri
Moser, Dorothy.....Ohio
Murdock, Rovene.....Tennessee
Nelson, Emma.....Missouri
Newsom, Gladys Louise.....Tennessee
Oliver, Lucile Barbara.....Tennessee
Ozier, Marjorie.....Texas
Peck, Laurena.....New Mexico
Peck, Marguerite.....Kentucky
Perkins, Esther.....Illinois
Perlstein, Eleanor.....Texas
Prather, Evangeline.....Texas
Pritchett, Margaret.....Georgia
Reese, Genevieve.....Kentucky
Regensburger, Sarah.....Texas
Renne, Dorothy.....Illinois
Reticker, Virginia.....Illinois
Roberts, Celeste.....Missouri
Robinson, Eva.....Tennessee
Robley, Gilda.....Illinois
Rockhold, Lois.....California
Royce, Mercedes.....Michigan
Rullman, Frederika.....Missouri
Rullman, Myrtle.....Missouri
Russ, Frances.....Florida
Salter, Elizabeth.....Kentucky
Sams, Ruby.....Texas
Sanders, Margaret.....Alabama
Sandlin, Eloise.....Oklahoma
Sanford, Norma.....Illinois
Scanlon, Mary.....Louisiana
Simpson, Annie Carroll.....Oklahoma
Siniger, Henrietta.....Illinois
Smith, Agnes Frances.....Texas
Smith, Frances Lyday.....California
Smith, Marjorie.....Illinois
Smith, Ruth Margaret.....Arkansas
Stanbro, Dorothy Belle.....Iowa
Stealey, Carline.....West Virginia
Stein, Elizabeth.....Illinois
Stone, Frances.....Iowa
Stuart, Eleanor Vance.....Tennessee
Swartz, Miriam.....Indiana
Swayzee, Mary.....Indiana
Swearingen, Ada.....Texas
Tallman, Louise.....Arkansas
Taylor, Eleanor.....Texas
Taylor, Margaret Means.....Texas
Thornton, Rita.....Missouri
Todd, Lucile.....West Virginia
Townsend, Nellie Fern.....Illinois
Tucker, Artie Mae.....Texas
Tynes, Margaret.....Alabama
Vernor, Florence.....Oklahoma
Vincent, Celeste.....Louisiana
Wall, Cynthia.....Texas
Webber, Mary Kenner.....Kentucky
Weber, Frances.....Missouri
Wedeles, Irene.....Florida
Wells, Margaret.....Tennessee
Wenzelmann, Jessie.....Illinois
Wessendorff, Marguerite.....Texas
White, Mary Louise.....Louisiana
Whitehead, Dorothy.....Nebraska
Wilson, Elizabeth.....Pennsylvania
Wilson, Mabel.....Texas
Witherspoon, Lucile.....Texas
Witte, Ora.....Texas
Wright, Annie Louise.....Tennessee
Wright, Florence.....Iowa
Yeatman, Maurine.....Arkansas
Younse, Shirley.....Louisiana

COLLEGE SPECIAL CLASS

Abbey, Janie Maye.....Mississippi
Aikins, Erma.....Missouri
Alexander, Mary Ritchie.....Texas
Anderson, Anne.....Illinois
Appman, Bessie.....Texas
Arbuckle, Priscilla.....Pennsylvania

Baker, Elizabeth K.....Texas
Bartel, Florence.....Indiana
Bell, Emma.....Tennessee
Berger, Maude.....Illinois
Betterton, Sarah.....Tennessee
Blankenstein, Leona.....Mississippi
Boswell, Clara.....Kentucky
Brooksher, Lucile.....Arkansas
Burke, Mary R.....Texas
Burton, Sarah.....Texas
Byrn, Will Allen.....Tennessee
Campbell, Genevieve.....Iowa
Carroll, Florence.....Michigan
Cheshire, Thelma.....Tennessee
Cloutier, Marvyl.....Louisiana
Conover, Mary Frances.....Illinois
Crabtree, Catherine C.....Kentucky
Curtis, Mary E.....Texas
Dekle, Lucie Neal.....Florida
Dickey, Mildred.....Ohio
Doudna, Ruth.....Nebraska
Douthit, Mary.....Texas
Duff, Lucille.....Missouri
Eason, Sidney.....Tennessee
Gracey, Maurine.....Florida
Greenwood, Janet.....Louisiana
Haynes, Amelia.....Kentucky
Haycraft, Frances.....Kentucky
Heberer, Anita.....Texas
Hermann, Norma.....Missouri
Hill, Jacqueline.....West Virginia
Hoge, Mary.....Tennessee
Hocker, Mary D.....Missouri
Horn, Elise.....Mississippi
Hosmer, Electra.....Michigan
House, Annie James.....Tennessee
Hummert, Norma.....Texas
Jenkins, Winnie.....Arkansas
Keeling, Ardis Dean.....Texas
Kerr, Aileen.....Texas
Kimbrough, Beulah.....Mississippi
Koen, Mildred.....Texas
Lane, Vivian.....Texas
Lindsey, Alice Hall.....Tennessee
Lyman, Lillia.....Illinois
Mason, Mary Louise.....Indiana
MacBane, Kathryn.....West Virginia
McWilliams, Mary D.....Alabama
Merrifield, Mary Lillian.....Arkansas
Meikle, Florence.....Iowa
Mercer, Annie.....Alabama
Minnis, Jewel.....Arkansas
Montgomery, Virginia.....New Jersey
Moore, Olga Fay.....Indiana
Morse, Corinne.....Tennessee
Muncie, Mary.....Tennessee
Murray, Maxine.....Indiana
Nelson, Vivian.....Missouri
Norris, Inez.....Oklahoma
Odum, Eleanor.....Georgia
Oldham, Marguerite.....Kentucky
Parks, Charline.....Missouri
Payne, Georgie K.....Texas
Pigg, Wilma.....Kentucky
Pigford, Ruby May.....Mississippi
Poynter, Eleanor.....Indiana
Prickett, Thelma.....Louisiana
Reeder, Bess.....Alabama
Rowland, Mayline.....Arkansas
Rutherford, Ruth.....Kentucky
Sale, Mary R.....Oklahoma
Schiwetz, Elizabeth.....Texas
Scott, Mary.....Texas
Scott, Mildred.....Oklahoma
Seelbach, Marie.....Kentucky
Shanklin, Laura.....Missouri
Sharp, Virginia C.....Ohio
Shaw, Ethel Marion.....Texas
Silver, Mary Ellen.....Texas
Sledge, Frances.....Texas
Sinclair, Zola.....Indiana
Skiles, Helen.....Illinois
Smith, Anabel.....Texas
Sparks, Edna.....Tennessee
Sparks, Willie May.....Tennessee
Stephens, Ada.....Louisiana
Stewart, Mary M.....Alabama
Stoner, Margaret.....Pennsylvania
Taylor, Margaret E.....Illinois
Turner, Floss.....Texas
Wilbourn, Hazel.....Arkansas
Wiles, Thelma.....Missouri
Wilson, Gladys.....Mississippi
Wilson, Helen.....Illinois
Wilson, Josephine.....Pennsylvania
Wine, Ruth.....Illinois
Witt, Hertha.....Iowa
Witte, Elsa.....Missouri
Wootters, Delha Mildred.....Texas

PREPARATORY STUDENTS

JUNIOR MIDDLE CLASS

Allison, Mary Bailey.....Tennessee
Baird, Martha.....Tennessee
Brabham, May.....South Carolina
Brook, Edith.....Texas
Blakey, Eugenia.....Texas
Campbell, Judith.....Tennessee
Cornwell, Ellen Stanley.....Tennessee
Coyle, Elizabeth.....Tennessee
Dean, Dorothy.....Illinois
Dodson, Beryl.....Texas
Dodson, Evelyn.....California
Drake, Luella E.....Iowa
Driver, Ruth.....Arkansas
Furrh, Bernice.....Texas
Goldner, Celia.....Tennessee
Grace, Marie.....Missouri
Graves, Florrie.....Florida
Gray, Amelia Ruth.....Missouri
Greene, Katherine Margaret.....Illinois
Hail, Mary Avon.....Tennessee
Hamilton, Ann.....Texas
Harry, Emma.....Mississippi
Hill, Julia.....Alabama
Hillgartner, Bertha.....Texas
Hinkle, Charline.....Indiana
Hodge, Margaret.....Tennessee
Hollinshead, Dorinda.....Tennessee
Holman, Lucile.....Tennessee
Hopkins, Sarah.....Tennessee
Houtchens, Gladyse.....Kentucky
Howerton, Margaret.....Kentucky
Jones, Virginia.....Kentucky
Kirkpatrick, Mildred.....Tennessee
Lamar, Anne Camille.....Georgia
Lowrence, Ethyle.....Tennessee
McClure, Harriet.....Illinois
McCuan, Estelle Frances.....Tennessee
McIntosh, Edith.....Illinois
McLemore, Willia.....Tennessee
Moon, L'Meda.....Louisiana
Moseley, Eugenia Fletcher...Tennessee
Murtey, Dorothy.....Nebraska
Norris, Vadis.....Tennessee
Parkman, Pauline.....Illinois
Phares, Nora Belle.....Illinois
Phelps, Earlene.....Kentucky
Priest, Virginia.....Texas
Rebman, Lorena.....Alabama
Richardson, Christine.....Arkansas

Rogers, Elizabeth.....Tennessee
Rogers, Myra.....Tennessee
Roquemore, Katherine...Massachusetts
Rowland, Leta May.....Tennessee
Salmon, Evelyn.....Tennessee
Seale, Margaret.....Tennessee
Selley, Mattie Ruth.....Tennessee
Sharpe, Elizabeth.....Tennessee
Sharp, Jama.....Tennessee
Schleicher, Mary Agnes.....Tennessee
Shell, Anita.....Tennessee
Smith, Catherine.....Oklahoma
Spore, Mary Catherine.....Tennessee
Spragins, Susie.....Alabama
Stephenson, Jessie.....Tennessee
Swearingen, Eulah.....Texas
Taylor, Monte.....Kentucky
Thackaberry, Marguerite.....Illinois
Thomison, Mary Elizabeth...Tennessee
Van Arsdell, Blondelle.....Illinois
Waldrop, Enla .....Alabama
Walton, Lonise.....Illinois
Warren, Lucile.....Texas
White, Margaret.....Texas

JUNIOR CLASS

Affleck, Mildred.....Illinois
Anthony, Billie.....Tennessee
Antrim, Virginia.....Illinois
Barker, Inez.....Tennessee
Beard, Hilda.....Mississippi
Bond, Mildred.....Tennessee
Bock, Ray.....Mississippi
Buchanhan, Mabel.....Arkansas
Burke, H. Billie.....Texas
Chambliss, Mildred.....Florida
Clement, Rachel.....Tennessee
Comstock, Edna.....Indiana
Cowden, Ruth.....Tennessee
Crutchfield, Mildred.....Kentucky
Davis, Catherine.....Tennessee
Dobson, Sadie Polk.....Tennessee
Donoho, Mary Neal.....Tennessee
Driggers, Mary Ellen.....Oklahoma
Duffey, Irene.....Indiana
Dunlap, Helon.....Alabama
Eccles, Elizabeth.....Kentucky
English, Sara.....Tennessee
Fulton, Blanche..... Illinois
Godwin, Louise.....Tennessee
Gorman, Ruth.....Kentucky
Garrett, Katherine.....Kentucky
Graves, Lanra Lee.....Texas
Hager, Mildred.....Tennessee
Haggard, Lucile.....Tennessee
Hale, Engenia.....Arkansas
Hall, Elsie.....Texas
Horner, Gladys.....Texas
Hyman, Helen.....Tennessee
Jennings, Mary.....Florida
Johnson, Jeroleen.....Texas
Johnston, Frances.....Illinois
Johnston, Ruth.....Illinois
Keaton, Fern.....Illinois
Lehman, Elizabeth.....Kentucky
Liggett, Elizabeth.....Tennessee
Ligon, Amelia.....Tennessee
Lincoln, Anita.....Illinois
Love, Anne Greyson.....Tennessee
Lowry, Elizabeth.....Tennessee
Mann, Cleo.....Tennessee
Martin, Elizabeth.....Tennessee
Mathews, Marian.....Tennessee
McGowan, Margaret.....Iowa
McMurray, Florrie.....Florida
McWilliams, Era.....Tennessee
McWilliams, Jim.....Tennessee
McWilliams, Lora.....Tennessee
McWilliams, Pearl.....Tennessee
Mead, Elizabeth.....Kansas
Morgan, Oretha.....West Virginia
Napier, Estelle.....Texas
Olive, Florence.....Indiana
Peery, Mildred.....West Virginia
Perkins, Edith.....Mississippi
Price, Christine.....Kentucky
Prindle, Helen.....Massachusetts
Rader, Ruth.....Kansas
Rawls, Martha.....Tennessee
Regard, Celeste.....Louisiana
Roberts, Edith.....Tennessee
Rogers, Magdalene.....Kentucky
Runkle, Anna.....Illinois
Shelton, Lyda.....Tennessee
Smith, Virginia.....Oklahoma
Smith, Martha W.....Texas
Stapp, Mozelle.....Tennessee
Thompson, Kathryn.....Tennessee
Trabue, Olivia.....Tennessee
Turner, Abigail.....Texas
Warner, Martha.....Tennessee
Wasson, Mary.....Mississippi
Watson, Enlala.....Kentucky
Weinbrenner, Kathryn.....Wisconsin
Williams, Marion..... Illinois
Wherry, Margaret.....Tennessee
Whipple, Elizabeth.....Illinois
Witwer, Jeannette.....Iowa
Woolwine, Mildred.....Tennessee
Wrisk, Pauline.....Arkansas
Youngerman, Marie.....Iowa

SOPHOMORE CLASS

Barriere, Aylmer.....Mississippi
Barker, Marie.....Texas
Bartlett, Ada Lee.....Tennessee
Beard, Lucille.....Tennessee
Boswell, Virginia.....Kentucky
Buckner, Elizabeth Jane.....Tennessee
Buckner, Elizabeth Owens...Tennessee
Carpenter, Rachel.....Tennessee
Cole, Evelyn.....Nebraska
Council, Ruth.....Georgia
Crow, Lillian.....Kentucky
Driskell, Irene.....Texas
Dunham, Imogene.....Alabama
Dunham, Irene.....Alabama
Dunlap, Margaret.....Alabama
Duval, Margaret.....Tennessee
Epstein, Marion.....Missouri
Etheridge, Elizabeth.....Tennessee
Gaines, Margaret.....Tennessee
Gannaway, Janice.....Tennessee
Garner, Elizabeth Logan.....Tennessee
Graham, Willie Belle.....Florida
Griffin, Gladys.....Georgia
Gnthrie, Margaret.....Ohio
Hadley, Annie E.....Tennessee
Hadley, Katherine E.....Tennessee
Haggarty, Bernice.....Tennessee
Harrington, Mildred.....Tennessee
Hainline, Helen.....Illinois
Helburn, Mary.....Kentucky
Henderson, Mozelle.....Texas
Hizer, Ethleen Blanch.....Illinois
Howse, Elizabeth.....Tennessee
Hubbs, Mary Neville.....Tennessee
Johnson, Jemmy.....Tennessee
Jones, Carolyn.....Tennessee
Judy, Anita.....Kentucky
King, Mary A.....Tennessee
Lane, Elizabeth.....Louisiana
Maddox, Dalsy.....Tennessee
McLean, Frances.....Texas
Meacham, Madeline.....Tennessee
Meyers, Sonona.....South Carolina
Milliron, Alberta.....Tennessee

Middleton, Sarah.....Kentucky
Migel, Hilda.....Illinois
Mohrbacher, Lucile.....Iowa
Moss, Mary Louise.....Tennessee
Nottelmann, Agnes.....Illinois
Parman, Martha.....Tennessee
Pauley, Nancy.....Kentucky
Pickett, Alice.....Tennessee
Powell, Willie C.....Mississippi
Price, Mary Terecia.....Tennessee
Ridgeway, Myrtle.....Texas
Roberson, Erminc.....Kentucky
Rogers, Lottie Mae.....Kentucky
Sconce, Louise.....Illinois
Schaller, Eleanor.....South Dakota
Shanklin, Lucile.....West Virginia
Steinhuls, Pauline.....Tennessee
Taylor, Allene.....Tennessee
Taylor, Joy.....Kentucky
Thomas, Theodosia V.....Alabama
Underwood, Madelynne.....Tennessee
Uzzelle, Charleen.....Arkansas
Walker, Kathryn.....Tennessee
Wallace, Helen.....Tennessee
Warden, Margaret Lindsley...Tennessee
Weinbaum, Sylvia.....Tennessee
Wheeler, Emma Lou.....Tennessee
White, Etta Rives.....Kentucky
Yandell, Enid.....Mississippi

FRESHMAN CLASS

Acevedo, Amalia.....Panama
Armstrong, Lucile Isabel.....Georgia
Bickley, Margaret.....Alabama
Brown, Grace.....Texas
Brownell, Claire.....Louisiana
Buck, Ada Angelyn.....Missouri
Buell, Margaret.....Tennessee
Caruthers, Minnie.....Tennessee
Cheairs, Dora Belle.....Mississippi
Copeland, Jennie Hammond...Alabama
Davis, Barbara.....Tennessee
Deering, Edith.....Tennessee
Folsom, Helene.....Wisconsin
Gray, Frances.....Tennessee
Goodner, Lucile.....Tennessee
Hamilton, Helen C.....Ohio
Hansen, Thelma C.....Ohio
Haston, Evelyn.....Tennessee
Howard, Margaret Ellen.....Tennessee
Hupp, Consuello.....Texas
Johns, Alton Mae.....Tennessee
Kirkpatrick, Dorothy.....Indiana
Lee, Julia.....Georgia
Litter, Helen Irene.....Ohio
Lurton, Sallie Evans..Washington, D. C.
Mann, Elizabeth.....Tennessee
Matthews, Virginia.....Missouri
McAllister, Lillian.....Tennessee
Moore, Cemmie Mae.....Tennessee
Morrison, Frances.....Alabama
Murray, Mary.....Tennessee
Ogilvie, Mabel.....Tennessee
Parker, Ethel Frances.....Missouri
Pearce, Margaret.....Texas
Pope, Virginia McFerrin.....Tennessee
Redding, Isabelle.....Georgia
Robinson, Louise.....Louisiana
Shettel, Kathryn.....Illinois
Stephens, Inga Marie.....Montana
Sullivan, Marian.....Tennessee
Thompson, Joy.....Tennessee
Timberlake, Mildred.....Tennessee

SUB-FRESHMAN CLASS

Cathcart, Josephine.....Illinois
Cortner, Frances Elizabeth...Tennessee
Cowden, Mildred de Vern.....Tennessee
Crowell, Susie Emma.....Tennessee
Leonard, Jean.....Tennessee
Leonard, Mary Elizabeth.....Tennessee
Luck, Susan March.....Tennessee
Milum, Osia B.....Tennessee
Rice, Katherine Estes.....Tennessee
Sloan, Katherine May.....Tennessee

PREPARATORY SPECIAL CLASS

Bissett, Hazel T.....Alabama
Block, Dorothy.....Arkansas
Block, Mildred.....Arkansas
Brown, Alice.....Texas
Butler, Frances.....Tennessee
Caldwell, Esther May.....Illinois
Cornett, Ella.....Kentucky
Edwards, Mary.....Illinois
Elgutter, Ruth.....Louisiana
Emery, Suzanne.....Illinois
Fitch, Mary.....Tennessee
Gilbert, Hazel M.....Michigan
Goff, Ione.....Arkansas
Goff, Virgellia.....Arkansas
Grieser, Virginia.....Tennessee
Juhl, Mildred.....Illinois
Lambert, Elizabeth.....Illinois
Lehman, Esther.....Tennessee
Lewis, Ella.....Kentucky
Lyman, Lillia.....Illinois
Martak, Dora.....Mississippi
McGill, Rachael.....Indiana
Metcalf, Eugenia.....Illinois
McClain, Anna May.....Kansas
Niceley, Georgene.....Oklahoma
Parker, Mary Reagor.....Tennessee
Riddle, Virginia.....Tennessee
Rives, Ruby.....Tennessee
Roach, Helen.....Tennessee
Ross, Caroline.....Georgia
Schaller, Eleanor.....South Dakota
Spiller, Gloriana.....Arkansas
Taylor, Eileen.....Ohio
Terrell, Dabney.....Mississippi
Wallace, Ethel.....Kentucky
White, Mildred.....Texas
Wilcox, Ruth Bernice.....Nebraska
Williams, Anne.....Georgia
Wilder, Ruth.....Mississippi
Wyatt, Lois.....Illinois
Yandell, Anne.....Mississippi

SPECIAL STUDENTS

Allison, Louise.....Tennessee
Anderson, Mrs. A. B.....Tennessee
Baird, Mrs. W. B.....Tennessee
Bauman, Ophie Louise.....Tennessee
Bawsell, Mildred.....Tennessee
Bayer, Elizabeth.....Tennessee
Beach, Mrs. Jarvis.....Tennessee
Bernstein, Clarence.....Tennessee
Bernstein, Phillip.....Tennessee
Bevington, Agnes.....Tennessee
Bledsoe, Frances.....Tennessee
Blackman, Mary Book.....Tennessee

Boyer, Betty.....Tennessee
Boyer, Emmeline.....Tennessee
Bromberg, Estelle.....Texas
Brown, Jenita.....Tennessee
Bruce, Odessa.....Tennessee
Buchanan, Martha Lynn.....Tennessee
Bumpus, Ruth.....Tennessee
Burke, Mrs. Martha.....Tennessee
Carlen, Mrs. A. F.....Tennessee
Chambers, Kathleen.....Tennessee
Chester, Elizabeth.....Tennessee
Chapman, Ruth.....Tennessee
Childers, Ada.....Tennessee
Childers, Emma.....Tennessee
Clement, Elizabeth.....Tennessee
Cohen, Hazel.....Tennessee
Cooke, Mabel.....Tennessee
Coke, Amanda.....Kentucky
Coke, Jennie.....Kentucky
Cornwell, Emma.....Tennessee
Cram, Donald.....Tennessee
Cram, Margaret.....Tennessee
Cram, Winston.....Tennessee
Crain, Mary Louise.....Tennessee
Dietrick, Aime.....Kentucky
Dickinson, Helen.....Tennessee
Dickinson, Martha.....Tennessee
Drane, Wesley.....Tennessee
Downs, Willie Mae.....Tennessee
Dunn, Dorothy Isobel.....Illinois
Ensor, Bertha.....Tennessee
Erwin, Mrs. N. G.....Tennessee
Evans, Mildred.....Tennessee
Fain, Ruth.....Tennessee
Fentress, Alline.....Tennessee
Fletcher, Thomas.....Tennessee
Frank, Helen.....Tennessee
Franklin, Rebecca.....Tennessee
Gebhart, Elizabeth.....Tennessee
Gebhart, Jack.....Tennessee
Geny, Christine.....Tennessee
Gibson, Mary Rankin.....Tennessee
Gipson, Irene.....Tennessee
Gillespie, Mamie.....Tennessee
Gray, Emelie.....Tennessee
Gray, Marceline.....Tennessee
Gross, John.....Tennessee
Hahn, Constance.....Tennessee
Haley, Marjorie.....Tennessee
Hall, Laura.....Tennessee
Hardison, Ernest K.....Tennessee
Hargrove, Mary.....Tennessee
Haston, Mrs. Brownie L.....Tennessee
Haury, W. S.....Tennessee
Hill, Elizabeth.....Tennessee
Hill, Frances.....Tennessee
Hitchcock, Sara.....Tennessee
Hodges, Charlotte.....Tennessee
Hooper, Estelle.....Tennessee
Hopkins, Leslie.....Tennessee
Howell, Louise.....Tennessee
Hubbs, Mayme Bess.....Tennessee
Hunt, Helen.....Tennessee
Ingram, Harriet.....Tennessee
Johnston, Ruth.....Tennessee
Kadel, Ruby.....Tennessee
Kendall, John.....Tennessee
King, Mary Ethel.....Tennessee
Kirkland, Katherine.....Tennessee
Lallemand, Freeda Mai.....Tennessee
Levy, Hazel.....Tennessee
Levy, Leah Belle.....Tennessee
Lewis, Hoy.....Tennessee
Loventhal, Margaret.....Tennessee
McMurray, Mrs. C. S.....Tennessee
McGugin, Lucy Anne.....Tennessee
McNatt, Daisy.....Tennessee
McQniddy, Sue.....Tennessee
Maury, Mary Wheeler.....Tennessee
Mendelsohn, Louise.....Tennessee
Mendelsohn, Pauline.....Tennessee
Moss, Ruth.....Tennessee
Moulder, Janet.....Tennessee
Mulloy, Alton.....Tennessee
Omohundro, Mary.....Tennessee
Parker, Fitzgerald.....Tennessee
Partington, Ruth.....Tennessee
Perkins, Martha.....Tennessee
Pittman, Louise.....Tennessee
Pittman, Margaret.....Tennessee
Ransom, Ellene.....Tennessee
Reed, Mary R.....Tennessee
Reeves, Alberta.....Tennessee
Riddle, Elloise.....Tennessee
Rowland, Lena May.....Tennessee
Ryman, Paul.....Tennessee
Ryman, Mrs. Paul.....Tennessee
Sanson, Morgan.....Tennessee
Schwartz, Leo., Jr.....Tennessee
Seifried, Elizabeth W.....Tennessee
Sewell, Martha.....Tennessee
Shannon, Frances.....Tennessee
Sherley, Elizabeth.....Tennessee
Skinner, Eula Mae.....Tennessee
Simpson, Louise.....Tennessee
Simon, Maron.....Tennessee
Slater, Helen.....Tennessee
Smith, Agnes.....Tennessee
Smith, Emma.....Tennessee
Smith, Josephine.....Tennessee
Smith, Mildred.....Tennessee
Spears, Frances.....Tennessee
Spears, Mary.....Tennessee
Stein, Joseph.....Tennessee
Stokes, Adrienne.....Tennessee
Sullivan, Annie.....Tennessee
Sudekum, Sara.....Tennessee
Sugg, Dollie.....Tennessee
Tanksley, Elizabeth.....Tennessee
Terry, Mary Elizabeth.....Tennessee
Timberlake, Kathryn.....Tennessee
Thuss, Clemence.....Tennessee
Thuss, Elizabeth.....Tennessee
Tinsley, Frances.....Tennessee
Tyler, Mary.....Kentucky
Wade, Dorothy.....Tennessee
Waggoner, Aleda.....Tennessee
Wall, Mrs. C. F.....Tennessee
Webb, Benton.....Tennessee
Weinstein, Bernard.....Tennessee
White, Virginia.....Tennessee
Wiggs, Mary.....Tennessee
Wilkes, Vilma.....Mississippi
Williams, Anita.....Tennessee
Williams, Bessie.....Tennessee
Wilson, Mrs. John.....Tennessee
Wilson, Mrs. Richard.....Tennessee
Wood, Virginia.....Tennessee
Woods, Louise.....Tennessee
Woods, Paul.....Tennessee
Young, Evelyn.....Tennessee

RECAPITULATION

STUDENTS BY STATES

Alabama	29	Georgia	17
Arizona	2	Illinois	75
Arkansas	33	Indiana	25
California	2	Iowa	14
Colorado	2	Kansas	6
Florida	8	Kentucky	55

Louisiana	31
Massachusetts	2
Michigan	6
Minnesota	1
Mississippi	30
Missouri	33
Montana	1
Nebraska	9
New Jersey	2
New York	1
New Mexico	1
Ohio	11
Oklahoma	18
Pennsylvania	7
South Carolina	2
South Dakota	3
Tennessee	345
Texas	104
Virginia	3
Washington, D. C.	1
West Virginia	11
Wisconsin	4
Panama	1
Boarding students from thirty-four states, District of Columbia and Panama	613

GRADUATES AND CERTIFICATE PUPILS 1919

GRADUATES IN THE CLASSICAL COURSE

Davenport, Frances Epps.....Louisiana
Douglass, Helen Miriam.....Minnesota
Lauter, Elfreda.....Indiana

GRADUATES IN THE GENERAL COURSE

Baker, Roxy Lee.....Indiana
Bell, Lillian Alice.....West Virginia
Bertram, Ola Farley.....Missouri
Blackburn, Harriet Points.....Indiana
Bliss, Mary Louise.....Indiana
Bock, Florence.....Mississippi
Buchanan, Mary Olga.....Arkansas
Chenault, Sue .....Kentucky
Clower, Willie L.....Texas
Cloyd, Mildred Jeannette.....Illinois
Compton, Catherine Weller..Mississippi
Compton, Mary Elizabeth.....Texas
Crawford, Annie Beth.....Alabama
Driggers, Jetty Ann.....Oklahoma
George, Louella Mariee.....Oklahoma
Gray, Cordelia.....Missouri
Gibbs, Cecile.....Texas
Hanlon, Mary Edith.....Illinois
Heidelberg, Bessie Lawrence.Mississippi
Hibner, Mary Ellis.....Pennsylvania
Hodge, Lois Eugenia.....Louisiana
Holland, Mabel Donna.....Texas
Hurst, Lucy Genevieve.....Texas
Jones, Jimmie T.....Arkansas
Kell, Sibyl Francis.....Texas
Kerns, Irene N.....Kansas
Kerns, Pauline.....Kansas
Killebrew, Helen Elizabeth...Tennessee
LaFollette, Mary Catherine..Tennessee
Lampton, Adine Terrell.....Mississippi
Lucas, Frances Helen.....Texas
Lucas, Louise Henrietta.....Texas
Marks, Louise N.....Texas
McComb, George Holloway...Kentucky
Meeds, Charlotte Marie.....Mississippi
Moore, Dorothy Evelyn.....Texas
Page, Ruby.....Georgia
Parker, Jewel.....Texas
Rapp, Helen Louise.....Indiana
Ray, May Rosa.....Texas
Rosenbaum, Clairee H.....Mississippi
Scott, Lucille Marjorie...West Virginia
Sidebottom, Marie.....Tennessee
Sledge, Catherne Valliant...Mississippi
Swilley, Mildred Lucile.....Texas
Strahan, Frances A.....Iowa
Tone, Margaret.....Texas
Vicars, Lila.....Virginia
Williams, Sophia.....Lousiana
Webb, Lulie Vaughan.....Tennessee
Wimberly, Lucy Lee.....Alabama
Woods, Elizabeth Lisle.....Kentucky

GRADUATES IN EXPRESSION

Compton, Mary Elizabeth.....Texas
Fisher, Minnie June.....Illinois
Grider, Gladys.....Arizona
Heidelberg, Bessie L.....Mississippi
Hughs, Harriet Addie.....Texas
Lucas, Louise Henrietta.....Texas
Meeds, Charlotte Marie.....Mississippi
Montgomery, Frank Alex....Mississippi
Overman, Elizabeth.....Nebraska
Rapp, Helen Louise.....Indiana
Springer, Charlotte Latham.....Illinois

GRADUATES IN HOME ECONOMICS

Hibbett, Mary Neal.....Tennessee
Hutchinson, Helen Marlan....Louisiana
Lovin, Frances Halsey.....Arizona
Suetholz, Hilda.....Kentucky
Tone, Margaret.....Texas
Woods, Elizabeth Lisle.....Kentucky

GRADUATES IN PHYSICAL EDUCATION

Griffin, Jamie.....Tennessee
Morrison, Margaret.....Georgia
Shaw, Hazel.....Michigan
Shaw, Leta.....Michigan
Titus, Mary Ellen.....West Virginia

CERTIFICATE PUPIL IN COLLEGE PREPARATORY COURSE

Greene, Katherine Margaret....Illinois

CERTIFICATE PUPILS IN HIGH SCHOOL COURSE

Allison, Mary Bailey.....Tennessee
Baird, Martha.....Tennessee
Brook, Edith.....Texas
Campbell, Judith Hunt.....Tennessee
Furrh, Bernice.....Texas
Grace, Marie.....Missouri
Gray, Amelia Ruth.....Missouri
Hail, Mary Avon.....Tennessee
Hamilton, Ann .....Texas
Harry, Emma .....Mississippi
Holman, Lucile.....Tennessee
Hopkins, Sarah.....Tennessee
Houtchens, Mary Gladys.....Kentucky
McClure, Harriet.....Illinois
McLemore, Willia.....Tennessee
Montgomery, Virginia.....New Jersey
Moseley, Eugenia Fletcher...Tennessee
Parkman, Pauline.....Illinois
Phares, Nora Belle.....Illinois
Norris, Vadis.....Tennessee
Rebman, Lorena.....Alabama
Rowland, Leta May.....Tennessee
Selley, Mattie Ruth.....Tennessee
Schleicher, Mary Agnes.....Tennessee
Sharpe, Elizabeth.....Tennessee
Spore, Mary Catherine.....Tennessee
Stealey, Carline.....West Virginia
Swearingen, Eulah Sarah.....Texas
Van Arsdell, Blondelle.....Illinois
Warren, Lucile.....Texas
White, Margaret.....Texas

CERTIFICATE PUPIL IN ORGAN

Merrifield, Mary Lillian.....Arkansas

CERTIFICATE PUPILS IN PIANO

Bissett, Hazel Harris.....Alabama
Crawford, Annie Beth.....Alabama.
Ensor, Bertha Kelly.....Tennessee
Haston, Browne Leonore.....Tennessee
Kimbrough, Beulah Estelle..Mississippi
Merrifield, Mary Lillian.....Arkansas
Pittman, Margaret.....Tennessee
Sledge, Catherine Valliant...Mississippi
Sparks, Willie May.....Tennessee

CERTIFICATE PUPIL IN VOICE

Sledge, Catherine Valliant...Mississippi

CERTIFICATE PUPIL IN ART

Marks, Louise N.....Texas

CERTIFICATE PUPILS IN EXPRESSION

Cloyd, Mildred Jeanette.....Illinois
Furrh, Bernice.....Texas
Henry, Verna Irene.....Ohio
Norris, Inez.....Oklahoma
Reeder, Bess.....Alabama
Rives, Ruby.....Tennessee
Sidebottom, Marie.....Tennessee
Smith, Agnes Frances.....Texas
Tucker, A. Mae.....Texas

CERTIFICATE PUPIL IN DOMESTIC SCIENCE

Hanlon, Mary Edith.....Illinois